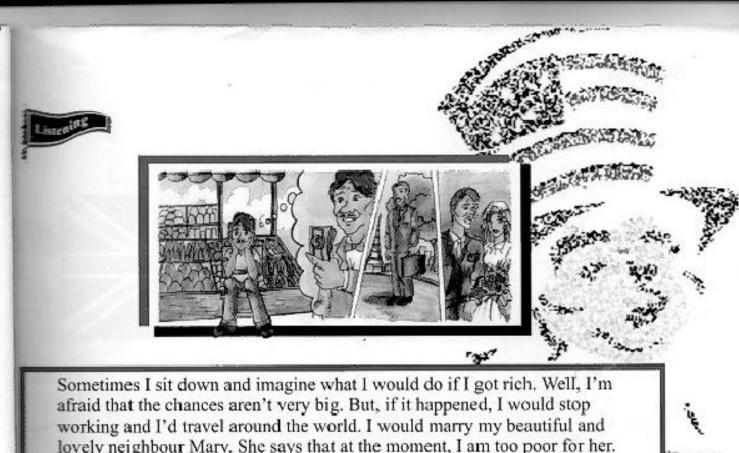
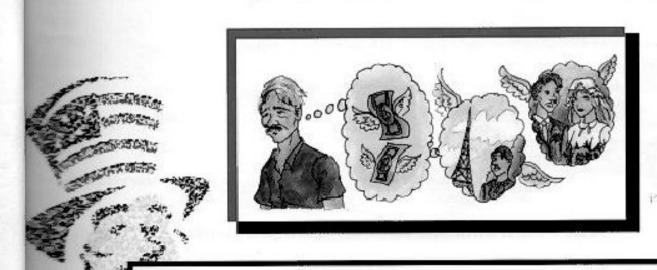
BRITISH AND AMERICAN®

BOOK 3

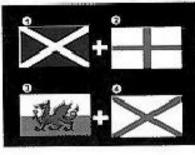
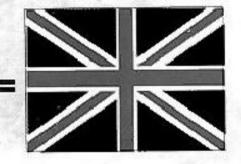
Unit Twenty-One

21

Conditional Sentences

Listening

Sometimes I sit down and imagine what I would do if I got rich. Well, I'm afraid that the chances aren't very big. But, if it happened, I would stop working and I'd travel around the world. I would marry my beautiful and lovely neighbour Mary. She says that at the moment, I am too poor for her. Oh, I can imagine all the things I would do that aren't possible today. But I know, those are dreams. Maybe I should be more realistic. Some people say that I should plan my life better. They say: "If you work hard, you will have more money, you will have more pleasure, and people will probably like you more than today." It's simple: if you work hard, you will get rich; and once you are rich, you are happy.

(10 years later...)

Oh, I remember how I said: "If I were rich, I would ..." I had so many dreams and plans. Now, 10 years later, I can only say: if only I had worked more, I would have been rich today. Oh, if I had studied more, I would have been more prepared, I would have had a good paying job in an interesting company. If things had gone differently, I would have married Mary. Now, instead, I'm single and not as happy as I could have been. It's true what they say: regret always comes too late. I hope I'll get another chance.

THE BRITISH AND AMERICAN FLAGS

The British flag has three colors. It is a juxtaposition of three crosses representing the union of England, Scotland and Northern Ireland, which once were independent countries. The flag of England was white with an upright red cross. The flag of Scotland was blue with two diagonal white crosses and the flag of Ireland was white with two diagonal red crosses.

The American flag also has three colors. It has thirteen stripes representing the thirteen colonies which were part of the United States during the independence revolution. The fifty stars represent the fifty states that now form the United States of America.

The U.S.A. anthem: The Star Spangled Banner

Oh, say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

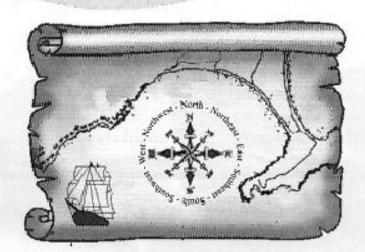
The British anthem: God Save the Queen

God save our gracious Queen,
Long live our noble Queen,
God save the Queen!
Send her victorious,
Happy and Glorious,
Long to reign over us;
God save the Queen!

COUNTRIES	NATIONALITIES	LANGUAGES
Argentina	Argentinian	Spanish
Belgium	Belgian	Flemish, French
Bolivia	Bolivian	Spanish
Brazil	Brazilian	Portuguese
Canada	Canadian	English, French
China	Chinese	Chinese
Denmark	Danish	Danish
France	French	French
Germany	German	German
Great Britain	**English**	English
Greece	Greek	Greek
Holland	Dutch	Dutch
Ireland	Irish	English
Italy	Italian	Italian
Japan	Japanese	Japanese
Mexico	Mexican	Spanish
Portugal	Portuguese	Portuguese
Russia	Russian	Russian
South Africa	South African	South African, English
Spain	Spanish	Spanish
Switzerland	Swiss	French, German, Italian
The United States	American	English

Errata: A person who was born in Great Britain is British and not English.

THE WORLD AND ITS DIRECTIONS

Conditional Sentences

Definition: They are secondary sentences that express conditions, so that the action in the main sentence may be: 1. Possible; 2. Imaginary; 3. Impossible. They begin with expressions, such as: *IF, I WISH, IMAGINE THAT,* etc.

A) Future conditionals = 1st Conditional

Future conditionals express facts which may be possible in the future.

If + Present Tense, Future Tense

e.g.: If I study (present), I will pass (future) the final test.
Cond. Sentence — Main Sentence

According to this sentence, passing the final test is a fact that will become true if I study.

e.g.: If he gets rich (present), he will marry (future) his neighbor.
Cond. Sentence — Main Sentence

According to this sentence, marrying his neighbor is a fact that will become true if he gets rich.

B) Hypothetical conditionals = 2nd Conditional

Hypothetical conditionals express facts which are not likely to be possible. They express imaginary situations.

If + Past Tense, would + infinitive without "to"

e.g.: If I studied (past), I would pass (would + inf. without "to") the test.
Cond. Sentence — Main Sentence

According to this sentence, it is not likely that I will study.

If he got (past) rich, he'd marry (would + inf. w/o "to") his neighbor.
Cond. Sentence — Main Sentence

According to this sentence, it is not likely that he will get rich.

Obs.: When the verb in the Cond. Sentence is the verb "to be", we use the constrution "were":

Indicative mood - Past tense (to be)	Subjunctive Mood - Past tense (to be)
I was	If I were
You were	If you were
He was	If he were
She was	If she were
It was	If it were
We were	If we were
You were	If you were
They were	If they were

e.g.: If he were (past) rich, he'd marry (would + inf. without "to") his neighbor.
Cond. Sentence — Main Sentence

According to this sentence, he is not rich. (if he were rich = he is not rich.)

C) Counterfactual conditionals = 3rd Conditional

Counterfactual conditionals express a chance that existed in the past, but no longer exists at present.

If + had + past participle, would + have + past participle
past perfect

e.g.: If I had studied (past perfect) last week, I would have passed (would + have + past participle) the final test yesterday.
Conditional Sentence — Main Sentence

According to this sentence, I didn't study, so I didn't pass the test.

If he had got (past perfect) rich, he would have married (would + have + past participle) his neighbor.
Conditinal Sentence — Main Sentence

According to this sentence, he didn't get rich, so he didn't marry his neighbor.

Reading and writing

Complete the sentences with the correct conditional form.

1. We would answer ________________ . (can)
2. They will get wet ________________ . (rain)
3. If I had known that, ________________ a mistake. (not/make)
4. Will you help me ________________ you? (need)
5. If you did as I told you, ________________ . (succeed)
6. It would have been better, ________________ . (wait)
7. I'll help you ________________ . (can)
8. You will pass your examination ________________ . (work hard)
9. He would have told me ________________ . (ask him)
10. You will succeed ________________ as I tell you. (do)

Conversation

1. What will happen if you eat too much chocolate?
2. What will happen if you work out 2 hours a day?
3. What would you do if you won 1 million dollars?
4. Where would you work if you could choose the place?
5. Where would you have gone if you had had a lot of money last vacation?
6. How many hours would you have slept if you had gone to bed at midnight?

Conversation

Student A: Ask a question beginning with: "What will you do if...".
Student B: Answer the question completely. Then reverse roles.

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Conversation

Student A: Ask a question beginning with: "What would you have done if...".
Student B: Answer the question completely. Then reverse roles.

Choose the best alternative.

1. If I win a small prize in the lottery, I ________________ a new TV.
a) would buy b) will buy c) would have bought

2. If you ________________________ English fluently, I would hire you.
a) spoke b) had spoken c) would have talked

3. If John arrives on time, I ____________________________ with him.
a) will talk b) would talk c) would have talked

4. If we had money, we _________________________________ to Hawaii.
a) will travel b) would travel c) would have traveled

5. If we __________ more money last year, we would have travelled to NY.
a) had had b) had c) have had

6. If I could swim, I __________________________ to the beach with you.
a) will go b) would have gone c) would go

7. If I had had your address, I _______________________________ to you.
a) would have written b) would write c) wrote

8. If I were you, I ___________________________ your wife immediately.
a) left b) would have left c) would leave

9. If you __________________ her the truth, she wouldn't have accepted it.
a) told b) had told c) tell

10. If they ____________________________ me, I would have helped them.
a) had asked b) asked c) ask

11. If my ex-girlfriend __________ about my true personality, she ________ me.
a) knows/ will leave b) hadn't known/ wouldn't have left c) knew/ would leave

12. If I _________________________ rich, I would travel all over the world.
a) was b) were c) am

Complete the sentences below with the appropriate verb between parentheses.

a. If I have time, I ____________ to the club. (**go**)
b. If he had money, he ____________ that house. (**buy**)
c. Would you have written to Jane if you ____________ her address? (**have**)
d. She will pass her examination if she ____________ hard. (**study**)
e. If he could, he ____________ it from you. (**steal**)
f. If I hadn't lost all my money, I ____________ a beautiful house. (**build**)
g. Would they do their exercises if they ____________ time? (**have**)
h. If she calls, I ____________. (**not/answer**)
i. Will you really play the piano if you ____________ one? (**get**)
j. If the weather ____________ fine I would have gone to the beach. (**be**)
k. She ____________ a wonderful concert if she had arrived earlier. (**see**)
l. She will be here in time if it ____________ rain. (**not/rain**)
m. If I saw Mary, I ____________ to her. (**speak**)
n. If they were here, they ____________ me. (**help**)
o. The boy would eat if you ____________ him the apple. (**give**)
p. If he knows they have a lot of money, he ____________ them for some. (**ask**)

Complete the sentences below.

1. He'll probably go to Britain if ____________.
2. If I see my boyfriend/girlfriend tonight, ____________.
3. It would be expensive if ____________.
4. If you find my car, ____________.
5. You would have passed your exam if ____________.
6. If she stays with her friends, ____________.
7. I would spend all my time travelling if ____________.
8. If I had gone in December, ____________.
9. If he got married, ____________.
10. We would have written that ____________.
11. If my nose were shorter, ____________.
12. If I hadn't been so tired, ____________.

Student's name: ______________________

Teacher's name: ______________________

Complete the sentences below.

1. If you come late I WILL GO TO BED
2. It will be nice IF I GO
3. If I were the president I WOULD ~~GOT~~ BE RICH.
4. If my mother sees me now SHE WILL FEEL BAD.
5. I would have called you IF I ~~SEE~~ HAD SEEN YOU.
6. She would be happy IF SHE WERE ~~GO~~ WENT OUT.
7. The teachers would love it IF IT'S WERE GOOD
8. If I had more time I WOULD HAVE
9. They will sing IF THEY FEEL GOOD.
10. If she had canceled my agenda I WOULD HAVE GO TO MEET YOU.
11. Mary would have been suprised IF SHE HAD SCREAMED
12. If he were me HE WOULD BE A GOOD GUY.
13. Titanic wouldn't have sunk IF ~~HE~~ IT HAD A GOOD ~~DRIVER~~ COMMANDER.
14. Brazil would have won the World Cup in 1998 IF RONALDO ~~HADN'T~~ HAD PROBLEMS

uild)

(be)

(see)

(ask)

CHECK YOUR KNOWLEDGE!

Write 5 sentences with "If + PRESENT".

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Write 5 sentences with "IF + PAST"

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Write 5 sentences with "IF + PAST PERFECT".

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Unit Twenty-Two

22

Used to and Supposed to

Listening

A long time ago, Tom used to be a lawyer. He had his office downtown, but he wasn't happy about it. He used to have many clients, but many of them paid very badly.

So, on a certain day he decided to become a French teacher. It didn't work out the way he wanted. He didn't like teaching and the strong passion he used to have for the language disappeared quickly.

After he came to this conclusion, he decided to become a short-story writer. At that time, Tom also used to write for magazines and newspapers.

Last year, he stopped writing and got depressed. He was no longer satisfied with his job.

Professions

Architect

Computer analyst

Doctor

Engineer

Fireman

Journalist

Lawyer

Painter

Psychologist

Salesman

Secretary

Singer

Student

Taxi driver

Teacher

Waiter

Listening

TOM: Rachel, you are my friend.What do you think I should do? At the moment, I'm doing absolutely nothing, but I know that I'm supposed to get a job. I need to support my family.

RACHEL: Yes, I agree. You're supposed to find a job again. Why don't

you go back to writing. You are good at writing. It pays well and you used to enjoy it, didn't you?

TOM: Probably, you're right. Writing is the best option I have now.

RACHEL: So, just do it!

TOM: To be honest, I'm supposed to have an interview tomorrow morning at "The Daily Herald" newspaper. I just needed your opinion.

RACHEL: That's OK. I feel happy for you. Everybody is supposed to do something with their lives. We are much too young to stop working and retire. Retiring is only after 65!

TOM: That's it, thanks!

RACHEL: Don't worry! That's what friends are for!

Listening

MARK: Susan, what did you use to do when you were a child?

SUSAN: I used to read a lot, but now I don't read much anymore. And, what did you use to do when you were a child?

MARK: When I was a boy, I used to play football every day. Where did you use to go when you were in college?

SUSAN: When I was in college, I used to drink beer at "The Pirate's Inn", eat pasta at "Mamma Mia" pizzeria and we used to go dancing at "Metropolis".

MARK: Do you still go out much nowadays?

SUSAN: No, now I no longer have time to go out very much.

Extra Information

A) Used to + Verb (infinitive form)

1. Something happened regulary in the past, but no longer happens; a past habit:

e.g.: Before TV was invented, people used to listen to the radio every night.
What did you use to do when you were a child?

2. Something that was true in the past, but not at present:

e.g.: In the sixties, there used to be many hippies.

B) Am/Are/Is + Used to + **Verb (-ing):**

1. A present habit:

e.g.: I am used to drinking water at lunch time.
Is your father used to working 14 hours a day?

C) Am/Are/Is + Supposed to + **Verb** (infinitive form)

1. Something that is a present expectation:

e.g.: Teachers are supposed to give instruction and help students learn.
Are British and American students supposed to study every day?

2. Something that is a future expectation:

e.g.: I am supposed to go to the beach next weekend.

D) Was/Were + Supposed to + **Verb** (infinitive form)

1. Something that was a past expectation:

e.g.: You were supposed to call me last night. Why didn't you call me?
Wasn't the train supposed to arrive at 10? It's already 10:30!
The airplane was supposed to **have landed by now**. (by now = past)

Reading and writing

Complete with: **was/were supposed to / am/are/is supposed to / used to / am/are/is + used to** (use information in parentheses).

1. In the year 2050 we ____ have computers for just about everything. (future expectation)
2. In the past, we ____ have working people, where we use computers now. (true in the past, but not at present)
3. In the 50s, everyone ____ dance to slow music. (true in the past, but not at present)
4. Men ____ be stronger than women. (present expectation)
5. They ____ send the merchandise last night. (past expectation)
6. The ship ____ sail away at two o'clock tomorrow. (future expectation)
7. He ____ come at 4 o'clock yesterday. (past expectation)
8. When I lived here, I always ____ eat in this restaurant. (past habit)
9. In which room is the class we ____ meet? (future expectation)
10. I ____ studying 40 minutes a day. (present habit)

Reading and writing

Based on the context of the sentences, analyze if it's a past / present habit or a present / future / past expectation. Then complete the sentences with: **was/were supposed to / am/are/is supposed to / used to / am/are/is used to.**

1. It's strange he didn't pass the test, he ____ be such a good student.
a. present habit b. past habit c. future expectation

2. On which line ____ I ____ to sign?
a. present expectation b. present habit c. past habit

3. He ____ sleeping only 5 hours per night.
a. past habit b. past expectation c. present habit

4. The tourists ____ be at the hotel by now.
a. present expectation b. past expectation c. future expectation

5. I ____ live in London, but now I live in New York.
a. past habit b. present habit c. past expectation

Homework

Based on the text, answer the questions below.

1. What did Tom use to do before he was a teacher?
   TOM USED TO BE A LAWYER
2. According to Rachel, what is Tom supposed to do?
   TOM'S SUPPOSED TO A WRITER.
3. What is Tom supposed to do tomorrow morning?
   HE WERE SUPPOSED TO HAVE AN INTERVIEW
4. What did Susan use to do when she was a child?
   SHE USED TO READ A LOT
5. Where did Susan use to go when she was in college?
   SHE USED TO DRINK BEER AT "THE PIRATE'S INN"
6. What did Mark use to do when he was a child?
   HE USED TO PLAY FOOTBALL EVERY DAY

Answer the questions below.

1. What did you use to do when you were a child?
   I'm USED TO GO TO SCHOOL
2. Where did you use to live when you were 10 years old?
   I'm USED TO LIVE IN VILA [illegible].
3. Where did you use to study when you were 7 years old?
   I'm USED TO STUDY IN ESCOLA [illegible]
4. What do you do? What are you supposed to do in your occupation?
   I'm DRIVER, SUPPOSED TO DRIVE EVERY DAY

True / False exercise - Write True or False after the following statements:

e.g.: People are not supposed to smoke in the hospital. True

1. Students are supposed to do their homework. T
2. Teachers are supposed to beat lazy students. ______
3. Tom is supposed to take care of his family. T
4. Mothers are supposed to cook every night. T
5. Polite people are supposed to leave garbage in public places. ______
6. Good students are not supposed to speak in Portuguese. F
7. Good teachers are supposed to emphasize grammar. T
8. Coordinators are supposed to wear a tie. F

Student's name: ______________________________

Teacher's name: ______________________________

Answer the questions completely.

1. What are doctors supposed to do?
   DOCTORS SUPPOSED TO TAKE CARE OF HEALT PROBLEMS.
2. What are policemen supposed to do?
   POLICEMAN SUPPOSED TO TAKE CARE OF SECURITY.
3. How are secretaries supposed to dress?
   ____
4. How are waiters supposed to behave?
   ____
5. What are computer analysts supposed to do?
   HE SUPPOSED TO TAKE CARE OF COMPUTER.
6. What are psychologists supposed to do?
   PSYCHOLOGISTS SUPPOSED TO TAKE CARE OF BEHAVIOR
7. What are musicians supposed to do?
   MUSICIANS SUPPOSED TO PLAY MUSIC.
8. What are good English teachers supposed to do?
   HE SUPPOSED TO TEACHING VERY WELL.
9. What are good English students supposed to do?
   HE SUPPOSED TO LEARN VERY WELL.

10. Based on the characteristics that you wrote above (question 9), what were you supposed to do, but you didn't? Why didn't you do those things?
e.g.: I was supposed to study every day, but I didn't because I was not responsible enough....

I WAS SUPPOSED TO PLAY MUSIC VERY WELL, BUT I DIDN'T BECAUSE I ~~WAS NOT~~ DIDN'T HAVE MUCH TIME FOR STUDY MUSIC.

Write about your daily routine (use am/are/is + used to + V-ing).

EARLY MORNING I WAKE UP 5:30 AM AND I GO TO MY JOB ON THE BUS, AFTER 9:00 AM I'M MAKE A LUNCH AND I BACK TO MY HOUSE 1:00 PM I SPEND MOST OF MY TIME STUDING ENGLISH, SOFTWARES FOR COMPUTER, AND OTHER THINGS I'M GOING TO BED 10:00 PM!

Take a look at your diary and see the things you were supposed to do, but you didn't because you had no time.

WELL, HAVE MANY THINGS WHICH I SUPPOSED TO DO, BUT I DIDN'T BECAUSE I HAD NO TIME. SOMETHINGS LIKE THIS: CLEAN MY BEDROOM, AND ORGANIZING MY T-SHIRTS AND STUDY MUSIC ETC...

Think about a dead relative of yours. Then write down about his/her past habits.

e.g.: John was my uncle. He used to live in.....he used to work as....

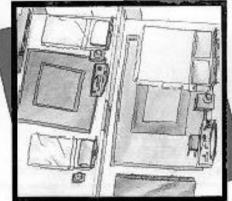
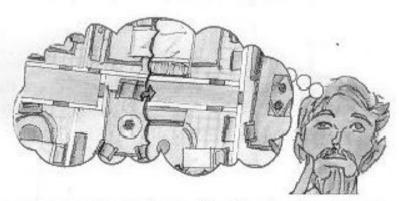
ADEMIR WAS MY FATHER. HE USED TO WORK HOW MECHANIC, HE USED TO LIVE IN GLORIA

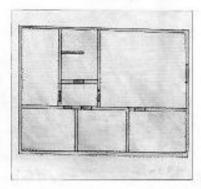
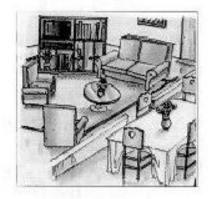
Unit Twenty-Three

23

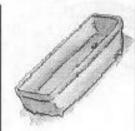
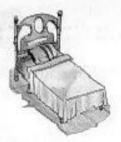
My house

I'm thinking about reorganizing my apartment. I'm not happy about the way it is now. My apartment is large, but it isn't well divided. I have more or less 300m² (square meters) available.

I have a rather small living room, that actually is also my dining room. Here I spend most of my time, watching TV, reading the newspaper, etc..

There are three bedrooms of which I use only one or two; one for myself and another for my guests. I usually don't have many guests, except for my friends, who sometimes sleep over. I want to have fewer bedrooms, so that I can have more space in the living room and in the two bedrooms.

The kitchen looks OK. It's not very big, but it's acceptable. The bathroom should have a bathtub, besides the shower I already have. Probably I'll need an architect to help me design it all.

A: How many rooms are there in your house?
B: In my house, there are six rooms.
A: How many bedrooms are there?
B: There are three bedrooms.
A: Is there a dining room?
B: Well, there is a living room that is also my dining room.
A: What is it like?
B: In my living and dining room, there is a table with four chairs. I have a TV and a VCR, there is a sofa and there are two comfortable armchairs. There is a big bookcase too. That's about it.

PIECES OF FURNITURE

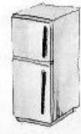
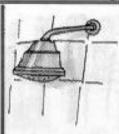
an armchair

a bathtub

a bed

a cupboard

a dishwasher

a lamp

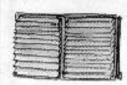
a mirror

a bookcase

a refrigerator

a shower

a sink

a sofa

a stove

a toilet

blinds

cushions

Relative clauses

Definition: Relative clause is part of a sentence and it tells which person, thing or object we are talking about. It begins with relative pronouns: **WHO, WHICH, THAT, WHOM, WHOSE, WHERE** and **WHEN.**

1. **WHO/THAT** as subjects of relative clauses:
We use them to define the **people** we are talking about.

e.g.: The actor **who/that** won the Oscar in 1998 was Jack Nickolson.
Subject relative clause
What actor? The one *who won the Oscar in 1998:* this clause tells us what actor we are talking about.

Obs.: When the relative clause does not tell which person we are talking about, but it only gives extra information about the person, we cannot use **that**, only **who.** We use commas (,) in these clauses.

e.g.: Jack Nickolson, **who** won the Oscar in 1998, lives in Los Angeles.
Subject relative clause
We know we are talking about Jack Nickolson.

2. **WHICH/THAT** as subjects of relative clauses:
We use them to define **things** or **objects** we are talking about.

e.g.: The car **that/which** crashed into the wall belonged to Mr. Smith.
Subject relative clause
What car? The one *which crashed into the wall:* this clause tells us what car we are talking about.

Obs.: When the relative clause does not tell which thing or object we are talking about, but it only gives extra information about the thing or object, we cannot use **that**, only **which.** We use commas (,) in these clauses.

e.g.: London, **which** is England's capital, has about 8 million inhabitants.
Subject relative clause
We know we are talking about London.

Extra Information

3. **WHO/THAT/WHOM** as objects of relative clauses.
We use them to define the **people** we are talking about when these people are the objects of the verb:

e.g.: I (Subject) saw a girl (direct object) crossing the street. She is my cousin.

The girl **who/that/whom** I saw crossing the street (relative clause) is my cousin.

Obs.1: In this case, it is possible to omit the relative pronouns:
e.g.: The girl I saw crossing the street is my cousin.

Obs.2: If the people we are talking about are the indirect object of the verb, we use **WHOM** with a preposition:
e.g.: The man to whom I was speaking yesterday is my father.

4. **WHICH/THAT** as objects of relative clauses.
We use them to define the **things** or **objects** we are talking about when these things or objects are the objects of the verb:

e.g.: I (subject) ate pizza (direct object) last night. I bought it at Pizza Hut.
The pizza **which/that** I ate last night (relative clause) I bought at Pizza Hut.

Obs.: In this case, it is possible to omit the relative pronouns:
e.g.: The pizza I ate last night I bought at Pizza Hut.

5. **WHOSE**
It replaces **his, her, its** and **their** in relative clauses.

e.g.: That man is a lawyer. **His** car is a Ferrari.
That man **whose** car is a Ferrari is a lawyer.

6. **WHERE**
It is used to talk about **places.**

e.g.: British and American is an English school. I study **there.**
British and American is the English school **where** I study.

7. WHEN
We use **when** to modify a noun of time (year, day, time, century, etc.)

e.g.: I'll never forget the day **when** I met you.
Do you remember the time **when** we used to play in that park?

Reading and writing

Complete the sentences below using **who/which/whose/where/whom.**

A drugstore is a place___WHERE___ you buy medicine.
This is the boy___WHOSE___ father is in jail.
A lawyer is a person___WHO___ is specialized in legal affairs.
The fruit___WHICH___ I like most is mango.
The girl from___WHOM___ I borrowed the book yesterday died 1 hour ago.

Reading and writing

Join the sentences with **who/whose/which.**

A boy is my neighbor. He was kidnapped.
THE BOY WHO ~~IS MY NEIGHBOR~~ WAS KIDNAPPED IS MY NEIGHBOR.
A woman phoned me some hours ago. Her office is across the street.
THE WOMAN WHOSE ~~HER~~ OFFICE'S ACROSS THE STREET PHONED ME SOME HOURS AGO
What was the name of the dog? It won the contest.
WHAT WAS THE NAME OF THE DOG WHICH WON THE CONTEST?

Reading and writing

Match the phrases and the sentences below. Then join them to make one sentence, using **who/which/whose/whom/where.**

a) Last night I went to the pub... (E) It causes tuberculosis.
b) I have a dining room... (F) He works as a carpenter.
c) Yesterday I met a man... (B) It is also my living room.
d) That is the woman... (A) I met my wife there.
e) Koch discovered the bacteria... (D) Her son is addicted to cocaine.
f) Stephenson is a friend of mine... (C) I lent 5 dollars to him yesterday.

a) LAST NIGHT I WENT TO THE PUB WHERE I MET MY WIFE.
b) I HAVE A DINING ROOM WHICH IT'S ALSO MY LIVING ROOM.
c) YESTERDAY I MET A MAN WHOM I LENT 5 DOLLARS TO ~~YESTERDAY~~
d) THAT IS THE WOMAN WHOSE ~~HER~~ SON IS ADDICTED TO COCAINE.
e) KOCH DISCOVERED THE BACTERIA WHICH IT CAUSES TUBERCULOSIS.
f) STEPHENSON IS A FRIEND OF MINE WHO WORKS AS A CARPENTER

Homework

Answer the questions completely.

1. How many rooms are there in your house?

IN MY HOUSE THERE ARE 9 ROOMS.

2. How many bedrooms are there?

THERE ARE 4 ROOMS

3. How many bathrooms are there?

THERE ARE 3 BATHROOMS

4. Is there a dining room?

THERE IS A DINING ROOM

5. What furniture is there in your living room?

THERE IS A TABLE WITH SIX CHAIRS, A REFRIGERATOR, AND A CUPBOARD.

Match the words and the pictures. After doing this, write for every object in what room you can find it.

a) a microwave oven ______

b) a washing-machine ______

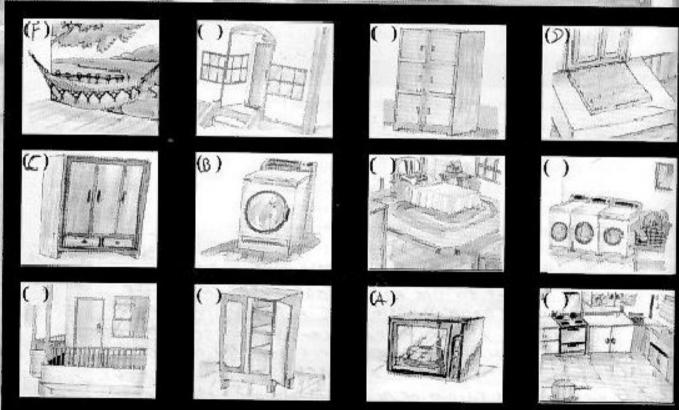
c) a wardrobe ______

d) a door mat ______

e) a cupboard ______

f) a hammock ______

Homework

1. Complete with the appropriate Relative Clause.

a. The man ______________ you want to talk has just left.
b. The lady ______________ was here yesterday has gone to London.
c. The book ______________ I was reading last week was a detective story.
d. Buy it back from the man ______________ you sold it to.
e. There is the man ______________ wife is my teacher.
f. Japan was the country ______________ that earthquake occurred.
g. 1960 is the year ______________ the revolution took place.
h. My sister ______________ you met yesterday, wants to talk to you.
i. Her father ______________ has been to Paris, has just returned.
j. The London train, ______________ should arrive at 2:30, is late.
k. July is the month ______________ the weather is usually the hottest.
l. Julius Caesar, ______________ was a great general, was also a writer.
m. Dr. Jones is the professor ______________ course I am taking.
n. My aunt, ______________ I am living with, is very kind to me.
o. The building ______________ he lives is very old.
p. The house ______________ my parents are looking at is mine.
q. The girl ______________ you see at the door is my sister.
r. My brother Bob, ______________ letter I've just read to you, is coming with us.
s. My brother Bob, ______________ you met yesterday, is coming with us.
t. Did you find that woman ______________ keys were with me?
u. The eggs ______________ I bought yesterday are bad.
v. The little boy, ______________ normally brings the milk, hasn't been here for three days.
w. The dress ______________ she is wearing is new.

CHECK YOUR KNOWLEDGE!

Student's name: ______________________
Teacher's name: ______________________

What is your house like? Try to be complete (number of rooms, kinds of rooms, shape of the rooms, size of the rooms, furniture, colors, etc.) and use all vocabulary you know.

____
____
____
____
____
____
____
____
____
____

Complete the sentences below with **who/which/whom/where/whose**.

a) The magazine ___WHICH___ you lent me is very interesting.
b) The beautiful woman ___WHOM___ you spoke to on the street is my English teacher.
c) Where is there a shop ___WHERE___ I can buy postcards?
d) The teacher in the next class, ___WHOSE___ name I can never remember, makes a lot of noise.
e) The raw fish ___WHICH___ I ate yesterday wasn't good.
f) The girl ___WHO___ you can see at that table is my best friend.
g) I recently went back to the town ___WHERE___ I was born.
h) Beethoven, ___WHOSE___ music you have just listened to, was one of the world's finest composers.
i) What's that music ___WHICH___ you are listening to?
j) The girl ___WHO___ is sitting at the desk is the secretary.
k) The hotel ___WHERE___ we stayed wasn't very clean.
l) The doctor ___WHO___ she visited is famous.
m) The building ___WHERE___ he lives is very old.

Student's name: ______________________

Teacher's name: ______________________

What does VCR stand for?
It stands for Video Cassette Recorder.

What does AIDS stand for?
AQUIRED IMMUNOLOGYCAL DEFICIENCY SYND

What does HIV stand for?
HUMAN IMMUNOLOGYCAL VIRUS.

What does UK stand for?
IT STANDS FOR UNITED KINGDOM

What does LASER stand for?
LIGHT AMPLIFICATION BY STIMULATED EMISSION OF RA

What does WWW stand for?
IT STANDS FOR WORD WIDE WEB

What does RAM memory stand for?
RANDOM ACESS MEMORY

Where would you rather live?
I'd rather live in Cancun. (= I would prefer to live in Cancun)

Where would you rather work?
____

Would you rather have a BMW or a Ferrari?
I'D RATHER HAVE A BMW.

Would you rather go to the movies or stay home tonight?
____

Would you rather have Coke or Sprite now?
I'D RATHER HAVE SPRITE.

Would you rather have a dog or a cat?
I'D RATHER HAVE A DOG

Complete the sentences below with: **actually, currently, beside and besides:**

1. It's a very good movie. ACTUALLY, it's the best movie I've ever seen.
2. The VCR is BESIDE. the TV.
3. I am CURRENTLY. working as a salesman.
4. BESIDES my father, I also like my mother and my siblings.

Unit Twenty-Four

24

Future Continuous and Future Perfect Tense

HUMAN RESOURCES	PRODUCTION	MARKETING	FINANCE
1. Training	4. Production	7. Advertising	10. Purchasing
2. Personnel	5. Distribution	8. Sales	11. Customer accounts
3. Wages and salaries	6. Quality	9. After-sales services	12. Financial services

Each day more organizations find that employees at all levels can be a source of innovative and profitable ideas. Participatory management is changing the traditional ways of management.

In brief, the philosophy is that you stimulate the natural creativity of people at all levels of the organization by encouraging them to set corporate goals. Give them what they need, and they'll do the job.

Teams are formed horizontally and vertically so that all parts of the organization participate in sharing information and improvements.

Human resources	Production	Marketing	Finance
Training			
Personnel			
Wages and salaries			

Traditional management disappears. In its place is decentralization. Responsibility is placed at the lowest possible level.

For the organization, the results will be new ideas for products and services, better and more effective methods of working, and greater productivity at less cost.

For the employees, the benefits are greater self-fulfillment, a change to progress and a happier and smoother running workplace.

Ted: I hope that next year, by April, I will have finished university. For sure, after I have graduated, I will go to NY to start my post graduation course.
Ana: In April, next year, I will still be working for the same company.
Ted: Don't you feel like changing?
Ana: Well, maybe, in case I get a promotion by next year, then...
Ted: Then what?
Ana: Probably, in the following month, you can find me in the rain forest.
Ted: What will you be doing there?
Ana: I will be fishing and relaxing, that's all.
Ted: Not a bad idea at all!
Ana: After that, I will be ready to pick up working again!

The Future Continuous Tense

A. *Definition*: The future continuous tense is characterised by the presence of WILL + BE + V-ING. It is used to express an action that is happening at a certain point in the future. The subject is in the middle of the action.

Read the text below:

Jack wakes up at 7:00 a.m. After that he takes a shower. He gets dressed. Then he has breakfast from 7:20 to 7:30. Then he leaves home at 7:35. At 7:40 he takes the bus and goes to work. He arrives at his office at 8:00. He works from 8:00 to midday. After that he has lunch. He returns to his office at 1:00 p.m. He goes back home at 5:00 p.m. In the evening, he attends Spanish classes from 6:00 to 7:00 p.m. After that he works out from 7:30 to 8:30 p.m. Then he returns home and has dinner. He watches TV from 9:30 to midnight. Then he goes to bed.

Based on the fact that this is Jack's routine, we suppose that tomorrow Jack will do the same things. So...

Tomorrow at 7:10 a.m. Jack will be taking a shower.
(This sentence indicates that at this time Jack will be in the middle of the action of taking a shower.)

Tomorrow at 7:50 a.m. Jack will be going to work by bus.
(This sentence indicates that at this time Jack will be in the middle of the action of going to work by bus.)

B. *conjugation:*

Affirmative:	**Jack** / **subject**	+	will / auxiliary verb	+	be working. / main verbs
Interrogative:	Will / auxiliary verb	+	**Jack** / **subject**	+	be working? / main verbs
Negative:	**Jack** / **subject**	+	will / auxiliary verb	+ NOT +	be working. / main verbs

The Future Perfect Tense

A. *Definition*: The future perfect tense is characterised by the presence of WILL + HAVE + PAST PARTICIPLE. It is used to express an action that will be complete at a certain point in the future. The subject will have finished the action.

Read the text below:

Jack wakes up at 7:00 a.m. After that he takes a shower. He gets dressed. Then he has breakfast from 7:20 to 7:30. Then he leaves home at 7:35. At 7:40 he takes the bus and goes to work. He arrives at his office at 8:00. He works from 8:00 to midday. After that he has lunch. He returns to his office at 1:00 p.m. He goes back home at 5:00 p.m. In the evening, he attends Spanish classes from 6:00 to 7:00 p.m. After that he works out from 7:30 to 8:30 p.m. Then he returns home and has dinner. He watches TV from 9:30 to midnight. Then he goes to bed.

Based on the fact that this is Jack's routine, we suppose that tomorrow Jack will do the same things. So...

Tomorrow by 7:05 p.m. Jack will have attended Spanish classes.
(This sentence indicates that at this time Jack will have finished the action of attending Spanish classes.)

Tomorrow by 12:10 a.m. Jack will have gone to bed.
(This sentence indicates that at this time Jack will have finished the action of going to bed.)

B. *conjugation:*

Affirmative:	**Jack** / **subject**	+	will / auxiliary verb	+		have studied. / **main verbs**
Interrogative:	Will / auxiliary verb	+	**Jack** / **subject**	+		have studied? / **main verbs**
Negative:	**Jack** / **subject**	+	will / auxiliary verb	+ NOT +		have studied. / **main verbs**

Reading and writing

Read the text about Mary. Supposing that Mary will do the same things tomorrow, answer the questions completely.

MARY'S ROUTINE

Mary wakes up at 6:00 a.m. Then she takes a shower. She gets dressed. She doesn't have breakfast because she has no time. At 7:00 she takes her daughter Pamela to the nursery school. At 7:30 she takes the bus and goes to work. She arrives there at 8:30. She starts working at 9:00 and has a lunch break from midday to 1:00 p.m. Then she picks up working again. At 6:00 she goes back home. Her sister picks Pamela up at the nursery school at 6:15 p.m., so by the time Mary arrives home at 7:00, her daughter is already there. In the evening she has dinner, does the dishes, irons some clothes, watches TV and goes to bed at midnight.

1. Will Mary have woken up by 6:05 a.m.?
   MARY WILL BE WAKRUP BY 6:05 A.M.
2. What will Mary be doing at 6:10 a.m.?
   MARY WILL BE TAKES A SHOWER.
3. What will Mary have done by 7:05 a.m.?
   MARY WILL BE TAKES HER DAUGHTER PAMELA TO THE NURSERY S.
4. Will Pamela be attending classes at the nursery school at 7:30?
   MARY WILL ~~NOT~~ BE ATTENDING CLASSES AT THE NURSERY S.
5. What will Mary be doing at 7:50 a.m.?
   MARY WILL BE TAKING THE BUS AND GOES TO WORK.
6. What will Mary have done by 1:05 p.m.?
   MARY WILL BE PICKSUP WORKING AGAIN. SHE HAS ALREADY BACK TO WORK
7. What will Mary's sister have done by 6:20 p.m.?
   HER SISTER WILL BE PICKS PAMELA UP AT THE NURSERY S.
8. Will Mary have arrived home by 6:50 p.m.?
   MARY WILL BE ARRIVES HOME.
9. What will Mary be doing in the evening?
   MARY WILL BE HAVING DINNER, WATCHES TV ETC...
10. By what time will Mary have already gone to bed?
    MARY WILL BE GOES TO BED AT MIDNIGHT.

Answer the questions completely.

1. What will you be doing tomorrow at 4:00 a.m.?
   I WILL BE SLEEPING YET.
2. By what time will you have already woken up?
   I WILL ~~BE~~ HAVE WAKE UP AT 5:30 A.M.
3. Will you be going to work tomorrow at 8:00 a.m.?
   I WILL NOT BE GOING TO WORK AT 8:00. A.M.
4. What time will you be having lunch tomorrow?
   I WILL BE HAVE(ING) A LUNCH AT MIDDAY.
5. With whom will you be having lunch ?
   I WILL BE HAVE(ING) A LUNCH ALONE.
6. Where will you be going tomorrow at 6:00 p.m.?
   I WILL BE GOING TO WORK.
7. By what time will you have had dinner tomorrow?
   I WILL BE HAVE HAD A DINNER AT 9.00 P.M.
8. By what time will you have gone to bed tomorrow?
   I WILL BE HAVE GONE TO BED AT 10.00 P.M.

Based on the picture on the first page of this unit, match the departments and their definitions:

a. Purchasing	(H)	It manufactures the products.
b. Advertising	G (C)	It sends the products to the clients.
c. Sales	A (G)	It buys supplies for the company.
d. Financial services	(K)	It pays the staff.
e. Training	(F)	It hires new employees.
f. Personnel	C (A)	It sells the products.
g. Distribution	(B)	It runs publicity campaigns.
h. Production	(J)	It sends invoices to the customers.
i. Quality	(E)	It organizes training courses.
j. Customer accounts	(D)	It organizes the company's budget.
k. Wages and salaries	(I)	It checks the quality of the products.
l. After sales services	(L)	It provides service to the clients who have bought the company's products.

Homework

1. Complete the sentences below with **Future Continuous** and **Future Perfect**.

a. At this time next year, he _will be studying_ at Cornell University. (**study**)
b. They _will have eaten_ by the time you arrive. (**eat**)
c. By this time next week, Mike _will have finished_ his term paper. (**finish**)
d. They _will have plant_ the corn by the time you get there. (**plant**)
e. I _will have slept_ by the time you get out of the shower. (**sleep**)
f. When we get there, they _will be preparing_ our sandwiches. (**prepare**)
g. I _will have had_ my supper by the time you come. (**have**)
h. At this time tomorrow, I _will be lie_ on the beach. (**lie**)
i. By midnight, they _will have leave_ the cinema. (**leave**)
j. _will_ you _be sleeping_ tomorrow morning at 7:00? (**sleep**)
k. By next Christmas, we _will have been_ here for eight years. (**be**)

2. Complete the sentences below using **Future Continuous** and **Future Perfect**.

a. When you come _I will have done my home_.
b. Next year at this time, I _will be relaxing_.
c. By the next time I see you, I _will have finished my course_.
d. In two months _will be getting my money_.
e. By the time they reach the finish line, they _will have done much effo_.
f. I will have finished my homework _by 2:00 oclock afternoon_.
g. Tomorrow morning at 7:00 ______________________.
h. When he's 40 _will be_ ______________________.

CHECK YOUR KNOWLEDGE!

Student's name: ______________________________

Teacher's name: ______________________________

Complete with **Future Continuous** or **Future Perfect.**

a) I'm sure they _will have complete_ the new road by June. (**complete**)
b) If you come at noon, we _will have had_ lunch. (**have**)
c) We _will have travel_ in South America at this time next year. (**travel**)
d) I _will have been_ in this country for two years by next January. (**be**)
e) If you come before six, I _will have work_ in the garden. (**work**)
f) He says that before he leaves he _will have see_ every show in town. (**see**)
g) It probably _will have rain_ when you get back. (**rain**)
h) Tomorrow afternoon we _will have fly_ over the Caribbean. (**fly**)
i) If he hasn't begun to study yet, he certainly _will have don't learn_ all his lesson by tomorrow. (**not/learn**)
j) By this time next month all the roses _will have die_. (**die**)
k) Perhaps by that time he _will have learn_ that, it is better to cooperate than fight. (**learn**)
l) I hope they _will have repair_ this road by the time we come back next summer. (**repair**)
m) I wonder what I _will have do_ by this time next year. (**do**)
n) "_will_ you _have use_ your dictionary this afternoon?" (**use**) "No, you can borrow it if you want."
o) Apparently Venice is slowly sinking into the sea. Scientists are trying to save it, but by the time they've found the answer the city probably _will have sink_. (**sink**)
p) By the end of next year I _will have work_ for him for 45 years. (**work**)
q) James _will have leave_ for Australia quite soon. He has got a job there. (**leave**)
r) "Did you say you wanted help picking apples? I could come in October." "We _will have pick_ them all by then." (**pick**)

Complete the sentences with the **Future Continuous** or **Future Perfect** tenses.

a) By January will have moved to Brazil.
b) They will have plant the corn by the time you get there.
c) If you come late, I will haven't time for nothing.
d) In three years I will have come back to my home.
e) Don't come at 3 o'clock because I will have many things to do.
f) She will have read. that book twice by the end of the month.
g) I guess ______.
h) I think what I will have pass in this exame.

Make sentences with:

Future Continuous
Aff.: JACK WILL BE WORKING
Int.: WILL JACK BE WORKING.
Neg.: JACK WILL NOT BE WORKING.

Future Perfect
Aff.: JACK WILL HAVE STUDIED.
Int.: WILL JACK HAVE STUDIED.
Neg.: JACK WILL NOT HAVE STUDIED.

What are the advantages and disadvantages of participatory management?

______

In which department of a company would you like to work? Why?
MANAGEMENT OR IT BECAUSE I HAVE ABILITY WITH THIS.

Unit Twenty-Five

25

ANGRY

RICH

BAD

POOR

BORED

STRANGE

SAD

DELICIOUS

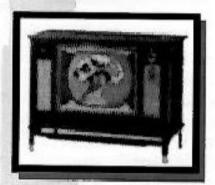
GOOD

UPSET

HAPPY

Adjectives / adverbs / any / some / no

The beginning of Brazilian television was not the result of ***careful*** planning and marketing. On the contrary, Assis Chateaubriand, who ***ventured*** in this experiment in September 1950, did so against the explicit ***advice*** of USA experts.

Brazil only had 300 TV sets at the time. The technology simply was not there, but Chateubriand wanted to use the prestige of television for the ***benefit*** of ***his own media empire.***

At first, the Brazilian TV professionals wanted to prove that they were not inferior to the North-American professionals. They **performed*** international ***drama master pieces*** like Shakespeare and Pirandello.

William Shakespeare

Luigi Pirandello

It was in this initial ***stage*** that the first experiments with ***soap operas*** began. They were an adapted mixture of American soap operas, and Brazilian radio soap operas which already had existed since 1941.

Scene from Days of our lives
(a famous American soap opera)

*Errata: **To perform**; to go through or execute in the proper, customary or established manner.
To realize; to understand clearly.
e.g.: Sorry, we have just realized that he made a mistake.

Aristotle Onassis

After lunch one day, Stavros Niarchos and Aristotle Onassis, the Greek ***shipowners,*** were walking past a ***carsalesroom.***

"I must buy a new Rolls Royce.", said Niarchos.
"So must I.", said Onassis.
They went in. Niarchos bought ***the latest*** and most expensive car in the shop. Onassis bought the same model.
"That's two hundred and twenty thousand dollars each. How would you like to pay for them?"
"Just send the ***bill*** to my office.", said Onassis. "I'll pay for both cars."
"No, no.", said Niarchos. "It's my turn. You paid for the coffee at lunch. Send the bill to my office."

VOCABULARY EXPLANATION REGARDING THE TEXTS

Text 1

careful	with much attention
ventured	participated in something new
advice	what a person should or shouldn't do
benefit	profit, interest
his own	of himself
media empire	big and powerful communication company
drama master pieces	classical theater plays
soap operas	TV programs like Days of our Lives

Text 2

shipowners	people that have many ships
carsalesroom	store that sells cars
the latest	the most recent
bill	what you have to pay in a store or restaurant

Extra Information

A) Some (Somebody/Someone/Something)

We use these words in:

1. Affirmative sentences:

e.g.: At the supermarket I buy **some** milk, **some** meat and **some** chocolate.
There's **somebody** waiting for you at the reception.

2. Interrogative sentences in:

a. Offers:

e.g.: Would you like **some** coffee?

b. Requests:

e.g.: Could you lend me **some** money?

*c. Situations that you expect the answer "**YES**":*

e.g.: Why are you so sad? Has your boyfriend said **something** to you?

B) Any (Anybody/Anyone/Anything)

We use these words in:

1. Interrogative sentences (except for offers, requests or situations that you expect "YES" as an answer).

e.g.: Do you have **any** siblings?

2. Negative sentences (with the presence of negative words: *not, never, without, hardly, scarcely, rarely, seldom*).

e.g.: I am *without* **any** money.
I *seldom* travel to **any** cities in Florida.
I do *not* have **any** doubts.

3. Affirmative sentences, when the context is "it doesn't matter".

e.g.: You can buy this CD at **any** Planet Music store. All of them have it.

4. Affirmative sentences that begin with "IF".

e.g.: If **anyone** disagrees with me, they'd better speak now.

Extra Information

C) No (Nobody/No one/Nothing)

We use these words in:

1. <u>Negative sentences</u> (without the presence of negative words):
e.g.: I do*n't* have **a**ny questions. or I have **no** questions.
I am *without* any money. or I am with **no** money.

Obs.: The word "NONE" we use without a noun:
e.g.: - Do you have questions?
- No, I have no questions. or I have **none.**

<u>ADJECTIVES</u>

Definition: They are words that give a charateristic to a person or a thing.

What color is your house? - It is **white.**
What is your mother like? - She is **tall**, **chubby** and she has **blue** eyes.

There are some adjectives in English that end in - **ING**. These adjectives give information about the person or the thing that causes a reaction;
There are some adjectives in English that end in - **ED**. These adjectives give information about the person or the thing that suffers a reaction:
e.g.: -What's the matter with John?
- He's reading a very **boring** book. That's why he looks so **bored**.
(The book causes a reaction, so it's bor**ING**; John suffers a reaction, so he's bor**ED**.)

ADVERBS

Definition: They are words that give a characteristic to a verb, an adjective or another adverb.

e.g.: I can write very **fast.** ("Fast" gives information about the verb "write")
British and American school is **extremely** good. ("Extremely" gives information about the adjective "good")
Carl Lewis could run **extremely fast.** ("Fast" gives information about the verb "run", extremely gives information about the adverb "fast")

ADJECTIVES	**ADVERBS**
He is a **good** teacher.	He teaches **well.**
Sarah was **desperate.**	Sarah looked for her son **desperately.**

Obs.1: Many times we can form an adverb by adding the suffix-**ly** to an adjective.
e.g.: normal - normally; extreme - extremely; careful - carefully.

Obs.2: Not all words ending in **-ly** are adverbs. Some of them are adjectives.
e.g.: friendly / silly / lovely

Obs.3: Some words are both adverbs and adjectives.
e.g.: **fast / hard / late.**
Ted *works* very **hard.** (adverb) / Ted is a **hard** *worker.* (adjective)
Jack *drives* very **fast.** (adverb) / Jack is a **fast** *driver.* (adjective)
Jim always *arrives* **late.** (adverb) / Jim is **late** *again.* (adjective)

Obs.4: The adverbs **hardly** and **lately** have completely <u>different</u> contexts from the advers **hard** and **late. Hardly** means **very little** and **lately** means **recently.**
Speak up please. I can **hardly** *listen* to you. (= I can listen to you very little.)
I *haven't watched* TV **lately.** (= I haven't watched TV recently.)

Obs.5: There are some verbs in English that require the use of adjectives (Linking Verbs): **be / get / become / seem / look / feel / sound / taste / smell.**
I **am** happy. / He **got** rich. / He **became** angry. / She **seems** sad. / You **look** good today! / I **feel** great! / He **sounds** bored. / This food **tastes** delicious. / That meal **smells** strange.

THE POSITION OF ADVERBS

There are three positions that adverbs and adverbial phrases can occupy in sentences: *front position* (*at* the beginning of a clause), *mid position* (before the verb or part of the verb), and *end position* (at the end of a clause).

A) Front position

This is the normal position only for connectors *(however, moreover, therefore).* When other adverbs occupy this position, it is for some special purpose, e.g. for emphasis or when we use -ly adverbs to explain the speaker's attitude *(Frankly, I think the whole idea is nonsense).*

B) Mid position

This is the normal position for:

- single-word adverbs of indefinite time frequency *(often, never);*

- *adverbs expressing time relationships (already, just, soon, still;* but some adverbs of indefinite time *(eventually, recently)* can also be in front or end position;

- focusing adverbs *(also, even, just, only, merely)* when they refer to **the** verb;

- intensifying adverbs *(almost, hardly, quite, rather, utterly)*, when they refer to the verb.

C) End position

This is the normal position for:

- adverbs of manner (badly, slowly)

- adverbs of place (here, abroad, away)

- adverbs of definite time (tomorrow)

SEQUENCE OF ADVERBS

1. Normally: adverb of manner + adverb of place + adverb of time;
e.g.: He drove his car **slowly** (manner) **on the road** (place) **yesterday** (time).

2. Verbs that indicate movement: place + manner + time;
e.g.: He went to **the movies** (place) **by car** (manner) **last night** (time).

Reading and writing

Complete the sentences below with **SOME / ANY / NO.**

a) Would you like __________ whiskey?
b) I ought to go to the supermarket. There's __________ sugar left.
c) If you want to eat raw fish, you can go to __________ Japanese restaurant.
d) __________ people like fish, but others don't.
e) You look confused! Do you have __________ questions?
f) Have you ever traveled to __________ foreign country?
g) I have __________ opinions about that, because I don't like this topic.
h) We didn't buy __________ flowers.
i) Can I have __________ milk in my coffee, please?
j) I haven't got __________ money. Can you lend me some?
k) You can cash these traveler's checks at __________ bank.

Reading and writing

Complete the text below with **ADVERBS** or **ADJECTIVES.**

Helen is a very **(slow / slowly)** student. Her brother, on the other hand, learns **(rapid / rapidly)**. His name is John. Although John is a **(good / well)** student, he doesn't drive very **(careful / carefully)**, because he always wants to arrive **(quick / quickly)** at school. He always does his homework very **(good / well)**. Yesterday they didn't go to school because it was snowing **(heavy / heavily)**. Due to this **(heavy / heavily)** snow, everything was closed.

Reading and writing

Choose the right adjective.

a) Do you easily get **(embarassed / embarassing)**?
b) I enjoyed the football match. It was quite **(exciting / excited)**.
c) We were all **(horrified / horrifying)** when we heard about the accident.
d) It was a really **(terrifying / terrified)** experience and afterwards everybody was **(shocked / shocking)**.
e) The film was **(fascinated / fascinating)**.

Homework on CD

Listen and complete with the correct word.

1. My school works got worse and worse. Unless I ____________ I'll have to redo my exams in the summer.
   a) get well
   b) improve
   c) increase
   d) get back

2. If you work for someone, then you are ____________.
   a) a slave
   b) unemployed
   c) an employer
   d) an employee

3. The ____________ around this town is quite beautiful.
   a) countryside
   b) scene
   c) nature
   d) country

4. He's always telling me what to do. He's so ____________.
   a) cruel
   b) bossy
   c) helpful
   d) charming

5. His parents gave him everything he asked for. He was thoroughly ____________.
   a) disturbed
   b) ashamed
   c) neglected
   d) spoilt

6. I still feel like smoking a cigarette even tough I ____________ smoking two years ago.
   a) gave in
   b) gave up
   c) gave over
   d) completed

7. He wants to get to the top before he is thirty. He is very ____________.
   a) tall
   b) ambitious
   c) intelligent
   d) industrious

8. John always arrives on time. He's so ____________.
   a) careful
   b) boring
   c) punctual
   d) timeless

Homework

1. Complete the sentences below using **no / any / some.**

a. There is ___NO___ sugar in your coffee.
b. There are not ___ANY___ pictures on the wall.
c. I bought ___SOME___ cheese but I did not buy ___ANY___ bread.
d. I'm thirsty. Can I have ___SOME___ water, please?
e. "Look at the birds!" "Birds? Where? I can't see ___Any___ birds."

2. Complete the sentences below using **some** or **any** + one of the words in the box.

photographs	friends	batteries	language	air	letters

a. This evening I'm going to write ___SOME LETTERS.___.
b. I do not have a camera, so I can't take ___ANY PHOTOGRAPHS.___.
c. Do you speak ___SOME___ foreign ___LANGUAGE.___?
d. Yesterday evening I went to a restaurant with ___SOME FRIENDS.___ of mine.
e. The radio is not working. There are not ___ANY BATTERIES___ in it.
f. It is hot in this office. I am going out for ___SOME___ fresh ___AIR.___.

3. Fill the gaps with **something / somebody / anything / anybody / nothing / nobody**.

a. She said ___SOMETHING___ to me but I didn't understand it.
b. Do you know ___ANYTHING___ about politics?
c. ___SOMEBODY.___ has broken the window. I don't know who.
d. I am looking for my keys. Has ___ANYBODY___ seen them?
e. "The party is empty!" "There is ___NOBODY.___ there.
f. "Do not call me anymore!" "I have ___NOTHING.___ to talk to you!"

CHECK YOUR KNOWLEDGE

Student's name: ______________________________

Teacher's name: ______________________________

Complete the sentences with **SOME / ANY / NO.**

a) I couldn't make an omelette because there were __NO__ eggs.
b) I couldn't make an omelette because there weren't __ANY.__ eggs.
c) It was a public holiday, so there were __NO__ shops open.
d) May I have __Some.__ Coke, please?
e) This test is so simple! __ANY.__ student can solve these questions.

Complete the sentences with the right adjective for each situation.

a) The film wasn't as good as we had expected. (disappoint-)
1) The film was __disopoint__.
2) We were ________________ with the film.

b) Diana teaches young children. It's a very hard job but she enjoys it. (exhaust-)
1) She enjoys her job but it's often ________________.
2) At the end of a day's work, she is often ________________.

c) It's been raining all day. I hate this weather. (depress-)
1) This weather is ________________.
2) This weather makes me ________________.
3) It's silly to get ________________ because of the weather.

d) Claire is going to the U.S. next month. She has never been there before. (excit-)
1) It will be an ________________ experience for her.
2) Going to new places is always ________________.
3) She is really ________________ about going to the U.S.

Student's name: ______________________________

Teacher's name: ______________________________

Choose the correct word.

a) This tea tastes a bit ______________. (strange / strangely)
b) I always feel ______________ when the sun is shining. (happy / happily)
c) The children were playing ______________ in the garden. (happy / happily)
d) The man became ______________ when the manager of the restaurant asked him to leave. (violent / violently)
e) You look ______________! Are you all right? (terrible / terribly)
f) There's no point in doing a job if you don't do it ______________. (proper / properly)
g) Our holiday was too short. The time passed very ______________. (quick / quickly)
h) I cooked this meal ______________ for you, so I hope you like it. (special / specially)

Based on the rules of adverbs, choose the correct alternative.

1.
a) Already, I have finished the test.
b) I have already finished the test.
c) I have finished already the test.
d) I already have finished the test.

2.
a) I yesterday went to the beach.
b) I went yesterday to the beach.
c) I went to the beach yesterday.
d) Yesterday I went to the beach.

3.
a) He's rich; he's sad however.
b) He's rich; he's however sad.
c) He's rich; however, he's sad.
d) He's however rich; he's sad.

4.
a) I prepared dinner calmly last night at home.
b) I prepared dinner last night calmly at home.
c) I prepared dinner at home last night calmly.
d) I prepared dinner calmly at home last night.

Unit Twenty-Six
26

Past Perfect Tense
Past Continuous Tense

The Longs decided to buy a large house that needed some repairs and redecoration. The house was sold at a reasonable price. It was not until later that they found out to whom the house had once belonged, and the terrible things that had happened there.

The first sign of trouble came after they had redecorated the house. At night, they heard strange voices. The voices whispered people had been killed in the house and buried in the garden. Shortly after this, Mrs. Long learned from a neighbor that the house had belonged to Mr. Taplow. The man had been found guilty of killing several people. Some said that the bodies were buried in the garden.

The Past Continuous Tense

A. *Definition*: The past continuous tense is characterised by the presence of WAS/WERE + V-ING.

It is used to express:

1. An action that was happening at a certain point in the past. The subject was in the middle of the action.

Brad wakes up at 7:30 a.m. He takes a shower from 7:30 to 7:45.

Based on the fact that this is Brad's routine, we suppose that yesterday Brad did the same things. So...

Yesterday at 7:40 a.m. Brad was taking a shower.
(This sentence indicates that at this time Brad was in the middle of the action of taking a shower.)

2. **An action that was interrupted in the past:**
e.g.: While Brad was taking a shower, his wife called him.

3. **Descriptions of background details when telling a story:**
e.g.: Brad went to work. It was a warm day. The sun was shining.

B. *Conjugation*:

Affirmative:	**Brad/They** (**subject**)	+	was/were (auxiliary verb)	+		working. (main verb)
Interrogative:	Was/Were (auxiliary verb)	+	**Brad/they** (**subject**)	+		working? (main verb)
Negative:	**Brad/They** (**subject**)	+	was/were (auxiliary verb)	+	NOT +	working. (main verb)

The Past Perfect Tense

A. *Definition*: The past perfect tense is characterised by the presence of HAD + PAST PARTICIPLE

It is used to express:

1. **An action that happened before another action in the past.**

Brad wakes up at 7:30 a.m. He takes a shower from 7:30 to 7:45. His wife, Kim, wakes up at 8:00 a.m.

Based on the fact that this is Brad and Kim's routine, we suppose that yesterday Brad and Kim did the same things. So...

When Kim woke up at 8:00 a.m., Brad had already taken a shower.

2. **Thoughts or indirect speech**:
e.g.: "I forbade my son to go out yesterday.", Brad said.
Brad said that he had forbidden his son to go out the day before.

They thought they had passed the test.

He knew that he hadn't been there before.

B. *Conjugation*:

Affirmative:	**Brad**	+	had	+	taken a shower.	
	subject		auxiliary verb		main verb	
Interrogative:	Had	+	**Brad**	+	taken a shower?	
	auxiliary verb		subject		main verb	
Negative:	**Brad**	+	had	+ NOT +	taken a shower.	
	subject		auxiliary verb		main verb	

Reading and writing

Complete the sentences below using the **Past Continuous Tense and the Simple Past Tense**.

a) Her father was watching TV when the telephone ____________. **(ring)**
b) While the president was traveling, the people ____________ themselves against the new economical programme. **(manifest)**
c) The children were playing while their mothers ____________. **(shop)**
d) When you called me, I ____________ a shower. **(take)**
e) I didn't go to your house yesterday, because it ____________ a lot. **(rain)**
f) I ____________ everything right when the noise disturbed me. **(do)**
g) Many people ____________ when the earthquake stroke. **(sleep)**
h) Where ____________ your father ____________ yesterday at 3:00? **(go)**
i) He was scared, lost in the woods. The wolves ____________. **(howl)**

Complete the sentences below using the **Simple Past** and **Past Perfect Tense**.

a) They ____________ **(not/recognize)** me because I ____________ the color of my hair. **(change)**
b) Some people ____________ **(call)** me, but I ____________ **(already /leave)**
c) ____________ you ____________. **(already/watch)** this movie when I ____________ you to watch it with me? **(invite)**
d) The teacher ____________ **(correct)** the exercises that the students ____________. **(prepare)**
e) They ____________ **(capture)** the thief when they finally ____________ to report it. **(decide)**
f) I ____________ **(see)** that we ____________ the wrong road. **(take)**
g) He ____________ **(think)** that he ____________ the lights off. **(turn)**
h) She ____________ **(tell)** me that she ____________ this subject before. **(study)**
i) They ____________ **(mention)** they ____________ away from prison 2 years before. **(run)**

Verb tenses general review.

1. **Present Continuous:**
a) specific present moments: I am attending an English class now.
Key words: now / at the moment / this ________ / at present / today
b) programmed future situations: He is working tomorrow.

2. **Simple Present:**
a) Routines/Habits: He normally withdraws little money from the bank.
b) Present opinions: He thinks British and American is a very good school.
c) Personal information: Where does he live? - He lives in Los Angeles.
Key words: always / never / normally / usually / sometimes / every ____/ etc.

3. **Simple Future:**
a) Not certain situations: Perhaps he will run for a public office next year.
b) Spontaneous decisions: Tea or coffee? - I will have tea, please.
c) Promises: Trust me. I will do it as soon as I can.
d) Future unchangeable statements: Many people will die all over the world.
Key words: tomorrow / next _________ / tonight / etc...

4. **Future with am / are / is + going to:**
a) Certain, but changeable situations: I am going to buy vegetables tomorrow.
b) Programmed decisions: What's this bucket for? - I'm gonna wash my car.

5. **Simple past:**
a) Actions that started and finished in the past: I went to the beach last week.
b) Historical facts in the past: Chinese people invented powder.
Key words: yesterday / last _________ / __________ ago / dates in the past

6. **Present perfect:**
a) Unfinished actions that started in the past: I've worked here for 1 year.
b) Actions that have a connection with the present: I've lost my wallet.
c) Recent events: He has just left.
Key words: since / ever / already / yet / etc.

7. **Conditional sentences:**
a) If + simple present, future (will)
b) If + simple past, present conditional (would + infintive without "to")
c) If + past perfect, present perfect conditional (would + have + past participle)

Listen to the CD and complete the text with the following vocabulary:

- ahead	- belonged to	- happened	- have murdered
- hear that	- knew	- live in	- much
- nightmares	- serious	- upset you	- what sort of

Neighbor: Well, how do you like it here?
Mrs. Long: Oh, since we have got the house redecorated, it's much nicer to ____________, but there are still a few things that bother us.
Neighbor: Oh, ____________ things?
Mrs. Long: It has nothing to do with the house. It's just that our daughter doesn't sleep well. I mean, she has ____________.
Neighbor: Oh, I'm sorry to ____________.
Mrs. Long: Uh, do you mind if I ask you something?
Neighbor: No, of course not. Go ____________.
Mrs. Long: What do you know about the people who lived here before?
Neighbor: Not very ____________. Nobody has ever stayed here since all those murders that ____________ 20 years ago.
Mrs. Long: Murders? What murders?
Neighbor: But I thought you ____________. This house once ____________ a man who's supposed to ____________ several women right here in the kitchen.
Mrs. Long: What? Are you ____________?
Neighbor: Oh dear, I hope I haven't said anything to ____________.

Homework

Complete the sentences below with the most correct verb tense (*simple present, simple past, present perfect, simple future, future with to be + going to, past continuous, past perfect or conditional sentences).*

a) Mr. Smith always ____________ out of town on business. (**go**)

b) Last night, when you called me, I ____________ TV. (**watch**)

c) My father said he ____________ fruits tomorrow. (**buy**)

d) Erica ____________ dancing last night. (**go**)

e) Peter ____________ every night. (**study**)

f) When the teacher left school at 5 p.m., the children ____________ home already. (**go**)

g) Since he was a kid, he ____________ French. (**study**)

h) Last Saturday, while my father was working in the garage, I ____________ beer with some good friends of mine. (**drink**)

i) Yesterday, I ____________ because of a personal problem. (**not/sleep**)

j) I think I ____________ to the movies tonight. (**not/go**)

k) When I arrived home, my sister ____________. (**leave/already**)

l) Yesterday, she ____________ the piano for us. (**play**)

m) What would you do if you ____________ the lottery? (**win**)

n) If he had known Claudia before, he ____________ Susan. (**not/marry**)

o) I always ____________ my day with a big breakfast. (**begin**)

p) Today, when the door bell rang at 8:30 a.m., I ____________. (**sleep**)

q) Before I had the chance to ask her, my excellent secretary ____________ all the letters. (**type**)

r) Now, if you insist, I think I ____________ your invitation. (**accept**)

CHECK YOUR KNOWLEDGE!

Student's name: ______________________________
Teacher's name: ______________________________

Complete with the **past perfect** and the **simple past tense**.

a) He wanted to know what ____________ to his sister. (**happen**)

b) What did he say he ____________ with the money? (**do**)

c) She ____________ (**know**) that she ____________ a serious mistake. (**make**)

d) The man ____________ (**tell**) me that he ____________ the murderer. (**make**)

e) Yesterday, Martha ____________ (**say**) that she ____________ that man somewhere before. (**meet**)

f) Before the police caught the murderer, he ____________ (**already/kill**) five people.

g) He ____________ (**say**) he ____________ (**search**) for the book for a long time.

h) Before I came home, my mother ____________. (**leave/already**)

i) She knew that he ____________ to her. (**lie**)

Complete with the **past continuous tense.**

a) What ____________ you ____________ yesterday at 8 p.m.? (**do**)

b) I ____________ TV. What about you? (**watch**)

c) Yesterday at 8 p.m., I ____________ football. (**play**)

d) The birds ____________ when I woke up this morning. (**sing**)

e) It ____________ a lot while Hank was crying. (**rain**)

f) When you were 5 years old, I ____________. (**already/ work**)

g) Why ____________ you ____________ her if you don't love her? (**kiss**)

h) I ____________ if you could help me. (**wonder**)

CHECK YOUR KNOWLEDGE!

Student's name: ______________________________
Teacher's name: ______________________________

Complete the sentences with the correct form of the verbs in parentheses.

a) If I had your address, I WOLD WNITED to you. (**to write**)

b) If you HAD ASK me, I would have helped you. (**ask**)

c) Our class MATS three times a week. (**meet**)

d) If we had money, we WOLD TRAVED to Hawaii. (**travel**)

e) I WAS LIVING. here for many years. (**live**)

f) If I ~~HAD~~ KNEW how to swim, I would go with you. (**know**)

g) The teacher ~~WILL BE~~ IS GOING to correct the tests now. (**go**)

h) We HAD STOPED studying Japanese last year. (**stop**)

i) If she had learned the truth, she WOLD HAVE BEEN very angry. (**be**)

j) The man TOLD (**tell**) me that he HAD SEEN a ghost. (**see**)

k) If you ~~HAD~~ TURNED off the light, we will be in the dark. (**turn**)

l) Before they ~~HAD~~ WORKED (**work**), they HAD HAD ~~WAS~~ LUNCHING. (**have lunch**)

m) At the moment, she IS ~~HAVE~~ DOING. nothing. (**do**)

n) You HAVEN'T ~~DON'T~~ FINISHED your homework yet, have you? (**Not/finish**)

Write down your opinion about these topics. Do you believe in ghosts? Do you believe in spirits? What is your concept of reincarnation? What do you think will happen after death?

I'M DON'T BELIEVE, THAT'S IT
____
____
____

Unit Twenty-Seven

27

Computers and Society

Listening

Computers have had great impact on modern society and have caused many changes in a short time. It is sometimes difficult to believe that the first computers were created during the late 30s, and during that time, they were used mainly for scientific ***research*** in government and universities.

Computer technology has ***developed*** very quickly and has greatly influenced modern life. In fact, by the 70s, computers were used for applications that were ***previously unthinkable***. They became helpful to all kinds of ***office tasks***, in ***retail stores***, supermarkets, schools and libraries.

Computers are now commonly found in ***household appliances*** such as dishwashers or microwave ovens. Microcomputers or personal computers have become very common in both business and at home.

Vocabulary

research: detailed study on a subject
developed: improved, made progress
previously: in the past

office tasks: office activities
retail stores: public shops
household: domestic
appliances: equipment

Reading and Conversation

What do you think about computers? Read the statements below and tell the class your opinion about them.

1. I think computers are very important for society because they allow us to develop researches much faster than before; besides that computers can file a lot of information that can be useful in our day-by-day life;

2. I think computers, although they symbolize progress, can cause many problems, such as addiction, tendon diseases, pornography, unemployment, etc.;

3. I hate computers because I hate to depend upon a machine in order to do all my activities;

4. I can't imagine my life without a computer; I surf on the Internet to acquire updated information, I chat on the Internet to make new friends, I organize my schedule using some software, etc.;

5. I use my personal computer for many things, for instance: I use word processors to type essays, monographs and letters, I look up information on Internet, I depend upon it to do all office tasks, etc. On the other hand, I think it's awful to know that machines are becoming more important than human beings;

6. Computers are useful just as a source of leisure activities. I play solitaire, I read funny jokes, I play games, etc.

TO SPEAK / TO TALK / TO SAY / TO TELL

A) TO SPEAK / TO TALK

These verbs are used to express a general conversation, a nonspecific topic.

1. To speak / spoke / spoken / speaking

a. Languages:

e.g.: My father can speak Japanese very well.
Can you speak English?

b. On the phone:

e.g.: Hello, may I speak with Susan, please?
She's been speaking on the phone for hours!

c. Formal monologues:

i. Speeches and discurses:
e.g.: The President spoke to the people on TV last night.

ii. Conferences and lectures:
e.g.: The spokesman has spoken to the audience for over an hour.

iii. Parents speaking to their children, giving advice:
e.g.: How old were you when your parents spoke about sex the first time?

2. To talk / talked / talked / talking

a. Dialogues or informal situations:

e.g.: We talked about computers in our last conversation class.
She wanted to talk to me about the party last night.
It is not polite to talk when you are at the table.

Obs.: We normally use the prepositions **TO / WITH (AmE) / ABOUT** right after the verbs **TO SPEAK** and **TO TALK**.

B) TO SAY / TO TELL
These verbs are used to express a specific message.

1. To say / said / said / saying

a. We say a specific message; the listener is not mentioned:
e.g.: He said: "I went to Paris last year."
specific message
He said (that) he had gone to Paris the year before.
specific message

b. We say to the listener a specific message in direct speech:
e.g.: He said to __me__ : "I went to Paris last year."
listener specific message

2. To tell / told / told / telling

a. We tell a listener a specific message; the listener is always mentioned:
e.g.: He told __me__ : "I went to Paris last year."
listener specific message
He told __me__ (that) he had gone to Paris the year before.
listener specific message

Obs.: The listener can be expressed by: names of persons, object pronouns (me / you / him / her / it / us / you / them) or indefinite pronouns (someone / anyone / no one / somebody / anybody / nobody).
e.g.: Mary told **John** (that) she was going to retire that year.
Phil told **us** (that) he could play the piano very well.
Don't tell **anyone** about this.

b. We tell: the truth, a lie, the time, a story, a joke:
e.g.: My mother has taught me to tell the truth all the time.
Pinochio is a fairy tale about a wooden boy who told lies all the time.

Reading and writing

Complete the sentences below with the verbs: TO SPEAK / TO TALK / TO TELL / TO SAY. Don't forget to conjugate them!

a) This is a secret, please don't ____________ anybody else.

b) Excuse me. What did you ____________?

c) Excuse me. Do you ____________ English?

d) Let's meet somewhere and ____________ about this.

e) I just don't understand what you're ____________ about.

f) Hello? Is this 402-3285? Who am I ____________ to please?

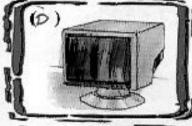
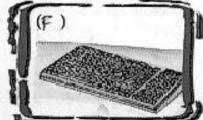
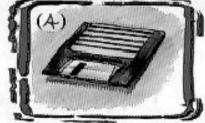
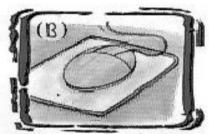
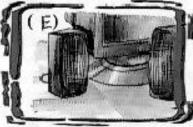
g) Don't you remember anything I've ____________ you?

h) I didn't understand anything he ____________.

i) Truer words have never been ____________.

j) He ____________ a very funny joke last night.

Matching

Match the words and the pictures:

a) floppy disk
b) mouse

c) printer
d) screen

e) speakers
f) keyboard

PASSIVE VOICE

When we are more interested in the *subject* - what people and things **do** - we use **Active Voice:**

Mr. Morrison	buys	a new car	every year.
Subject	**verb**	**object**	**adverb**

But when we want to say what **happens** to people and things - we use the **Passive Voice** ⇒ **BE + VERB PAST PARTICIPLE**

A new car **is bought** every year.

In most cases, you do not need to mention an agent in passive sentences (**by**), only if it is important to know who performs an action. Do not include an agent unnecessarily.

A new car **is bought** every year ***by Mr. Morrison***

A. **Simple Present (*am/is/are + Past Participle*):**
They speak English. - English is spoken.
I don't eat vegetables. - Vegetables aren't eaten.

B. **Present Continuous (*am/is/are + being + Past Participle*):**
John is washing two dogs. - Two dogs are **being** washed.
We are painting the house. - The house is **being** painted.

C. **Simple Past (*was/were + Past Participle*):**
She didn't invite me. - I wasn't invited.
Suzy ate the apples. - The apples were eaten.

D. **Past Continuous (*was/were + being + Past Participle*):**
Somebody was watching me. - I was **being** watched.
My father was printing the papers. - The papers were **being** printed.

E. **Future (*will be + Past Participle*):**
Someone will tell you when the time comes.- I will be told when the time comes.
Sam will play the guitar tomorrow night. - The guitar will be played tomorrow night.

F. **Future (*to be going to + be + Past Participle*):**
She is going to post the letters. - The letters are going to be posted.
They aren't going to call her. - She isn't going to be called.

G. **Present Perfect (*have/has + been + Past Participle*):**
Have you told Mary? - Has Mary been told?
He has drunk much beer. - Much beer has been drunk.

H. **Past Perfect (*had + been + Past Participle*):**
After the pupils had finished their exercises, they went away.
After the exercises had been finished, the pupils went away.

I. **Used to, supposed to (*be + Past Participle*):**
I used to write poems. - Poems used to be written.
They are supposed to close the door. - The door is supposed to be closed.

J. **May, might, can, could / Must, ought to, should** → **Be + Past Participle**

She ought to send the letters. - The letters ought to be sent.
They must finish this work. - This work must be finished.
We can play the piano. - The piano can be played.

Reading and writing

Change the following sentences from **Active** to **Passive Voice**.

a. He didn't take the book.

THE BOOK ~~ARE~~ WASN'T TAKED.

b. I used to study English very much when I lived in the U.S.A.

ENGLISH USED TO BE STUDY VERY MUCH WHEN I LIVED IN THE USA

c. Does anybody play chess here?

IS CHESS ~~DON'T~~ PLAYED ~~FOR ANYBODY~~ HERE?

d. He must pay the bill before December. PAYED

BILL ~~WAS PAYED~~ MUST BE BEFORE DECEMBER.

e. He used to paint beautiful pictures.

BEAUTIFUL PICTURES USED TO BE PAINTED

f. She will leave the tickets in the box.

~~SOMEONE WILL BE LEAVED THE TICKETS, IN THE BOX~~

THE TICKETS WILL BE LEFT IN THE BOX

g. Mr. Jones manages the export division.

THE EXPORT DIVISION IS MANAGED

h. We are supposed to water the plants once a week.

THE PLANTS ARE SUPPOSED TO BE WATER ONCE A WEEK

i. The police are capturing the thieves.

THE THIEVES ARE BEEN CAPTURED

j. He is supposed to take medicines.

MEDICINES ARE SUPPOSED TO BE TAKED.

k. Everyone could hear the cries of the child.

THE CRIES OF THE CHILD COULD HEAR.

l. They will sign the contract tomorrow.

THE CONTRACT WILL BE SIGNED TOMORROW

m. The police have arrested the thieves.

THIEVES ~~HAVE~~ BEEN ARRESTED

Homework on CD

Listen to the CD and complete the text below with the following vocabulary.

- dishwashers - applications - prominent - interchangeably - due to
- synonymous - physical - data - exclusively - envision - context
- hardware - however - whereas - software - multitude - appliances

1. Eletronic _DATA_ processing and data processing are two terms which are really different; _HOWEVER_ they now have become _SYNONYMOUS_ and are used _INTERCHANGEABLY_.

2. Some words associated with computers are not new, but are used almost _EXCLUSIVELY_ in a computer related _CONTEXT_.

3. _HARDWARE_ are the actual _PHYSICAL_ parts of the computer, _WHEREAS_ _SOFTWARE_ is the term used to refer to computer programs.

4. Many jobs are performed by computers, they carry out a _MULTITUDE_ of tasks.

5. Computers, _DUE TO_ their importance in society, play a _PROMINENT_ role in modern life.

6. We use computers for _APPLICATIONS_ that were difficult to imagine 30 or 40 years ago. The uses, computers will have in the future are also hard to _ENVISION_.

7. Computers can be found in household _APPLIANCES_ such as ovens or _DISH WASHERS_.

Homework

I. Change the sentences below from **Active to Passive Voice**.

a. John wrote that letter.

THE LATTER WAS WRITTEN.

b. She was cleaning the bedrooms when I arrived.

THE BEDROOMS WERE BE CLEANED WHEN ARRIVED

c. The maid has broken the glasses.

THE GLASSES BE BROKED

d. Fire destroys forests.

FORESTS ARE DESTROYED WITH FIRE

e. Will you find my cat?

WILL MY CAT BE FIND?

f. They are sending Mr. Smith to Europe on a special mission.

MR. SMITH IS BE S SENDING TO EUROPE ON A SPECIAL MISSION

g. Did the audience enjoy the concert?

THE CONCERT WAS ENJOYED THE AUDIENCE

h. I have put the chairs into room 10.

THE CHAIRS HAVE BEEN PUT

i. People ought to fill out the form completely.

THE FORM OUT TO BE FILL OUT.

j. Are they eating the cake?

THE CAKE BEEN EATING

k. They can't hold the meeting in that room.

THE MEETING CAN BE HELD IN THAT ROOM

l. Were they watching TV when you called?

WHEN YOU CALLED, THEY WATCHING TV

WAS TV BEEN WATCHED.

m. They won't sing Reggae.

REGGAE WAS NOT SINGING

WON'T BEEN SONG

CHECK YOUR KNOWLEDGE!

Student's name: ____________________

Teacher's name: ____________________

This unit discussed about the advantages and disadvantages of computers. Give your opinion about the advantages and disadvantages of these topics:

- death penalty

-ADVANTAGES ARE: JUSTICE, DETERRENT
-DISADVANTAGES ARE: DEATH IS FINAL - IF SOMEONE IS INNOCENT THEY CAN NEVER BE REVIVED
DOES NOT DISCOURAGE CRIME.

- euthanasia

-ADVANTAGES ARE: PAINLESS, STOP THE PERSON'S SUFFERING, SAVE FAMILY MONEY
-DISADVANTAGES ARE: ITS MURDER, ~~DID THEY~~ I WOULD THINK IT COSTS A LOT OF MONEY.

- abortion

ADVANTAGES ARE: NO CHILD, YOU HAVE A CHANCE TO CHANGE YOUR LIFE, MOVE ON AND HAVE A CHILD WHEN YOU ARE READY THEREBY GIVING IT THE BEST CHANCE IN LIFE.
DISADVANTAGES ARE: DEPENDING ON WHEN YOU ABORT, YOU COULD BE KILLING A LIFE, YOU HAVE TO DEAL WITH THE ABORTION AND YOUR BELIEFS, MORALS, FRIENDS OPINIONS ETC.

- legalization of drugs

ADVANTAGES ARE: THE ONES THAT ARE ALREADY ON DRUGS WILL OVERDOSE AND DIE.
DISADVANTAGES ARE: WAITING OUT THE FIRST MONTH OR SO, WHEN THE WEAKLINGS ALL OVERDOSE AND CAUSE ANARCHY

Student's name: ____

Teacher's name: ____

There were a lot of changes at Modern Reader Magazine this year. Read the notes for an article for the employee newsletter and then complete the article. Use the passive form of the verbs in the box.

Newsletter

Last Year	This year
20 employees	40 employees
10 computers	20 computers
One floor	Two floors
English only	English, Spanish and Japanese
Print and recorded editions	Print only
John Crandon, managing editor	Nora Gilbert, managing editor
Hours: 9:00 - 6:00	Hours: 9:00 - 5:00
Vacation: 10 days	Vacation: 14 days

appreciate	build	buy	discontinue	hire
increase	publish	reduce	replace	

We have many exciting changes to celebrate at Modern Reader this year. During the year, twenty new employees ______________, and ten new computers ______________ for the new staff. Of course, this meant we needed more room, so in July, new offices ______________ for us on the second floor.

What started this growth spurt? Partly the success of Modern Reader English-speaking readers, and partly our new foreign-language editions. As most of you know, our first Spanish and Japanese editions of Modern Reader ______________ this year, and they have already found a large audience. Unfortunately, our recorded edition ______________ last month because of lack of interest.

In November, we were sad to say good-bye to John Crandon, who decided to retire. In December, John ______________ by Nora Gilbert, our new managing editor, and we give her a warm welcome.

Finally, some changes in our workday. Working hours ______________, and vacation days ______________ this year.

I know these changes ______________ by our families, who got to see us more. We look forward to seeing what exciting changes next year will bring.

Unit Twenty-Eight

28

London, Modal Verbs

LONDON - A CITY FOR ALL SEASONS

There can hardly be another city anywhere in the world which is ***cosmopolitan*** and ***yet*** also a ***microcosm*** of the nation of which it is a part. No British town or city is "more English" than London. It is an almost perfect reflection of the British way of life and yet a visit to London can be like a world tour.

London is the home to people from all corners of the world and it is possible ***to sample*** something of their ***lifestyle*** in their part of London, in their community, and in their cafés and restaurants offering their local food and drink. London ***unites*** Britain and the rest of the world.

It is not correct to talk of a "London atmosphere", because there is ***no such thing***. Every part of this ***huge*** city has its own distinct 'atmosphere'.

An understanding of the history of the city can explain this phenomenon: London ***developed*** slowly, ***spreading outwards*** as numerous small towns and villages ***merged*** together.

Even today, the 'special atmosphere' in any one of the different areas can often be explained by reference to its ***historical background***.

VOCABULARY

cosmopolitan	influenced by people from all over the world
yet	still
microcosm	place with characteristics of a much larger place
to sample	to get an idea
lifestyle	the form someone lives
unites	connects, brings together
no such thing	nothing like it
huge	enormous, gigantic
understanding	comprehension
developed	became larger or more advanced
spreading	growing
outwards	to the outside direction
merged	combined
even today	independently of what has happened
historical background	historical past

London's History

43 AD - the Romans founded Londinium.
11th Century - reign of William I - the Conqueror – construction of the Tower of London.
1666 - Great Fire of London - destruction of many buildings.
17th Century - London was redesigned. Influence from the Huguenots from France. Neighboring areas were swallowed up by London.
18th Century - Reign of Queen Victoria - buildings were symbol of the Great British Empire.
20th Century - Immigrants from all over the world influence London.

MODAL VERBS

Modal verbs: they express specific situations (requests, offers, abilities, etc..)
Auxiliary verbs: they express the tense (past, present, future).

Modal Verb	Expression	Example
1. Can	a. ability	Can you play the piano?
	b. informal permission	Can I use your telephone?
	c. informal request	Can you lend me your eraser?
2. Could	a. past ability	Pelé could play soccer very well.
	b. polite permission	Could I use your telephone?
	c. polite request	Could you lend me your eraser?
3. May	a. polite permission	You may use my telephone.
	b. polite request	May I borrow your eraser?
	c. strong possibility	It may rain tomorrow.
4. Might	a. weak possibility	It might rain tomorrow.
5. Must	a. obligation	You mustn't smoke in the hospital!
	b. logical conclusion	He got married?!? He must be crazy!!!
6. Should	a. advice	You should study more!
	b. expectation	I've studied a lot, I should get a good grade on the test. (I expect to get a good grade.)
7. Would	a. offer	Would you like a cup of coffee?
	b. wish	I would like some beer, please.
	c. invitation	Would you like to dance with me?
8. Shall	a. invitation	Shall we dance?
	b. proposal	Shall I open the door for you?
9. Ought to	a. obligation	Children ought to respect their parents.
10. Need (Br.E.:)	a. obligation (negative or interrogative sentences, after *if* or with negative words)	You needn't study for the test; it's simple. No one need be afraid of traveling by plane. Need I give a tip to bartenders in London? No, you needn't give a tip to them. If he wants to marry me, he need only ask me.
11. had better	= should	I'd better go now. (= I should go now.) You'd better put a coat on. (= You should put a coat on.)

Extra Information

Modal verbs have some special characteristics. In order to understand them, let's make a comparison between modal verbs and the other verbs.

OTHER VERBS	MODAL VERBS
1. They have infinitive form:	1. They have no infinitive form
e.g.: **to** work, **to** go, **to** speak	e.g.: Can, could, may
	(**incorrect**: to can, to could, to may)
2. They use auxiliary verbs:	2. They **don't** use auxiliary verbs:
e.g.: **Do** you work at British?	e.g.: Can you play tennis?
Did you go to school yesterday?	(**incorrect**: Do you can play tennis?)
Has he spoken to her recently?	Could you help me?
	(**incorrect**: Did you could help me?)
3. They are conjugated:	3. They are not conjugated:
e.g.: He **works** every day. (S. present)	e.g.: He can cook very well.
	(**incorrect**: He cans cook very well.)
4. When we use two of these verbs, the second verb is used in the infinitive with "to" or gerund (-ing):	4. After modal verbs we use the second verb in the infinitive without "to".
e.g.: I like study**ing** English.	e.g.: You must stop smoking.
I need **to** work tomorrow.	(**incorrect**: You must **to** stop smoking.)
She wants **to** be rich.	Would you like to dance?
I stopped smok**ing** last week.	(**incorrect**: Would you **to** like to dance?)
	Exception: You ought **to** study a lot.

Reading and writing

Complete sentences with the most appropriate modal verb.

1. ________ I open the window? It's pretty hot here. (permission)
2. It ________ rain this afternoon. I am not sure. (possibility)
3. ________ you like to have a cup of tea? (offer)
4. Good idea! But ________ I make it? I know best how. (proposal)
5. ________ you change a dollar? (polite request)
6. Come on, we ________ hurry to get there in time. (obligation)
7. ________ I bring along a friend? (permission)
8. The school is empty. It ________ be the school holiday. (possibility)
9. ________ you phone me tomorrow? I need to talk to you. (request)
10. You ________ be hungry. You haven't eaten all day. (logical conclusion)
11. ________ you get me a seat on the train to London? (polite request)
12. ________ you like to go out with me tonight? (invitation)
13. ________ you like a glass of red wine? (offer)
14. ________ we invite those ladies over there? (proposal)
15. You ________ not shout in public! (obligation)

Conversation

Student A: Tell student B that you have some kind of illness.
Student B: Give some pieces of advice to student A, using "HAD BETTER".
Reverse roles.

Conversation

Repeat the exercise before, but now use the modal verb "OUGHT TO".

Conversation

Student A: You are a waiter/waitress. Greet your customers and after that offer them whatever you want.
Student B: Order whatever you want.
During this activity you are supposed to use at least 5 different modal verbs.
Reverse roles.

London

Summarize the text about London in more or less 50 words.

THE CITY HAS BECOME ONE OF THE MOST POPULAR TOURIST DESTINATIONS IN THE WORLD, AND ITS POPULARITY HAS INCREASED OVER THE YEARS AS A RESULT OF ECONOMIC GROWTH. LONDON HAS A DIVERSE POPULATION THAT INCLUDES A WIDE RANGE OF PEOPLES, CULTURES, AND RELIGIONS AND OVER 300 LANGUAGES ARE SPOKEN WITHIN THE CITY.

Use modal verbs to complete the following sentences, considering the information in parentheses.

1. __CAN__ you play tennis? (ability)
2. You __SHOULD__ hurry, if not you will be late. (advice)
3. Dear child, it's late. You __NEED__ go to bed now. (obligation)
4. __CAN__ I smoke in there? (permission)
5. I am really tired. __SHALL__ we go home? (proposal)
6. Pavarotti __CAN__ sing very well. (ability)
7. __CAN__ you speak English? (ability)
8. __SHALL__ we go to the movies tonight? (proposal)
9. He __MUST__ be tired. He worked all night long. (logical conclusion)
10. I think she __SHOULD__ take her medicine. (advice)
11. __COULD__ you lend me some money? (polite request)
12. Martin __~~NEED~~ OUGHT TO__ to study more to improve his English. (obligation)
13. You __NEED__ not smoke in the hospital. (obligation)
14. __CAN__ I suggest something? (permission)
15. He __MUST__ be the best. He's won all the matches. (logical conclusion)
16. You __~~NEED~~ MUST__ take your passport when you travel to Italy. (obligation)
17. Frank asked me if he __~~NEED~~ OUGHT TO__ finish this task by 1:00. (obligation)
18. Bill __NEED__ to stop translating all the time! (obligation)
19. I __'D BETTER__ start packing my suitcases. (= should)
20. The doctor said that he __MAY__ be dead by now! (probable event)
    MIGHT

Student's name: ______________________

Teacher's name: ______________________

Write sentences using the modal verbs below. Do not copy the sentences that were given as examples. Use your imagination, guys!

Can

ability: CAN YOU PLAY TENNIS

permission/request: CAN I USE YOUR ROOM

offer: CAN I HELP YOU

Could

past ability: RENAN COULD PLAY GUITAR VERY WELL

polite request: COULD YOU LEND ME YOUR CEL PHONE

offer: ______________________

May/might

possibility: THE SCHOOL IS EMPTY. IT MAY BE THE SCHOOL HOLIDAY

permission: YOU MAY USE MY CAR

Must

obligation: YOU MUST NOT SHOUT IN PUBLIC

logical conclusion: YOU MUST BE HUNGRY. YOU HAVEN'T EATEN ALL DAY

Shall

invitation/proposal: I AM REALLY TIRED SHALL WE GO HOME?

offer/suggestion: ______________________

Should

advice: YOU SHOULD HURRY, IF NOT YOU WILL BE LATE.

probable event: ______________________

Would

offer: WOULD YOU LIKE A CUP OF COFFEE

invitation: WOULD YOU LIKE TO DANCE WITH ME?

Write short dialogues for the following situations:
- at a hotel reception - at a travel agency - at work

In each dialogue you ought to use 5 different modal verbs.

At a hotel reception:

A: HERE'S YOUR ROOM KEY, IT NUMBER 13, ON THE FIRST FLOOR.
B: OK, I THINK THAT'S EVERYTHING, THANKS.
A: YES, IT'S OVER THERE
B: OK. AND THE HOTEL IS OPEN ALL NIGHT?
A: YES, OF COURSE, WE HAVE 24 HOUR RECEPTION
B:
A:
B:

At a travel agency:

A: WELL, MATT WE DON'T HAVE TO PLAN HOLIDAY THAT CAREFULLY.
B: JUST LEAVE NOW. WITHOUT PLANNING ANYTHING,
A: SURE. WHY NOT? WE COULD JUST GO TO THE TRAVEL AGENT
B: RIGHT I'M GOING TO PACK MY BAGS NOW.
A:
B:
A:
B:

At work:

A: HEY MAY HAVE SOMETHING FOR ME
B: YES
A: HAVE MANY THINGS FOR YOU
B: OK
A: GET THE JOB.
B:
A:
B:

Unit Twenty-Nine

29

New York,

phrasal verbs, modifiers, quantifiers

New York

New York is ***truly*** urban. It is noisy, dirty, aggressive and ***overwhelmingly*** energetic. There is no other city in the world quite like it. You might ***end up*** loving it or hating it, but it's impossible to feel indifference ***towards*** it.

There is one person whose love for his ***hometown*** should qualify him for a space on the ***New York Convention and Visitor Bureau payroll***. What Woody Allen hasn't ***portrayed*** about his favorite city on cinema screens around the world probably ***isn't worth*** knowing.
Apart from Manhattan, **Annie Hall** and **Hanna and Her Sisters***, the city has proved a ***worthy backdrop*** for many more successful films, not to mention endless TV cop series. ***No wonder*** New York feels familiar the minute you ***set foot in*** it.

***Names of films.**

New York is a network of neighborhoods, each with its distinctive ambience that can make the mere crossing of a street a few small steps for the tourist, but a series of giant strides in terms of cultural transition.

Ever since New York became the principal port of immigration for the world's ***huddled masses***, various ethnic groups ***settled*** and reestablished traditional ways ***and means*** in specific areas. Chinatown ***hums*** of old ***Hangchow***, for example, while the atmosphere in little Italy, on the other side of Canal Street's discount stores, is almost ***Neapolitan***, ***as different*** from the next door Orientals ***as chalk from dolcelatte***. During the Chinese New Year celebrations in February or the September Festa di San Gennaro, the respective national ***flavors*** are so exclusive that you will be convinced that the New York Times are all airmail editions specially ***flown in*** for the American tourists.

Vocabulary

truly = very	***set foot in*** = get in contact with
overwhelmingly = extremely	***mere*** = simple
end up = to finish by becoming	***strides*** = trasnformations
towards = in relation to	***ever since*** = since the beginning
hometown = city where you were born	***huddled masses*** = concentration of people
New York Convention and Visitor Bureau= organization that promotes New York City	***settled*** = colonized
payroll = list of payment	***ways and means*** = habits
portrayed = shown	***hums*** = low continuous sounds
isn't worth = isn't important	***Hangchow*** = geographical region of China
apart from = besides	***Neapolitan*** = similar Naples
worthy = significant	***next door*** = neighbor
backdrop = inspiration	***as different as chalk from dolcelatte*** = as different as chalk and cheese = completely different from
endless = infinite	***flavors*** = tastes
no wonder = it's not a surprise	***flown in*** = sent by plane

PHRASAL VERBS

A) Definition: Phrasal verbs are idiomatic combinations of a verb and an adverb (up, down, out, along, off, away, etc.) a verb and a preposition (about, for, of, after, from, with, to, on, at, etc.) or a verb with both an adverb and a preposition.

- *a verb and an adverb: **to look up***

normal meaning = to direct one's eyes upwards:
e.g.: I looked up and I saw many birds flying.
idiomatic meaning = to consult words or other information in a book of facts.
e.g.: I look up difficult words in the dictionary.

- *a verb and a preposition: **to fall for***

idiomatic meaning = to fall in love with
e.g.: Jack fell for Ingrid at the moment he saw her the first time.

- *a verb with both an adverb and a preposition: **to put up with***

idiomatic meaning = to bear a situation without complaning.
e.g.: I can't put up with your constant mistakes any more. You are fired!

B) Using a phrasal verb and an object (complement)

1. If the object (complement) is a clause or a phrase, it sometimes stands between the verb and the adverb/preposition and sometimes after the adverb/preposition.

e.g.: There was too much noise, so I turned **the radio** off.
There was too much noise, so I turned off **the radio**.
Obs.: There are some phrasal verbs that accept either one situation or the other. In order to know which ones are those, it is necessary to look them up in a phrasal verb dictionary.

2. If the object (complement) is an object pronoun (me, you, him, her, it, us, you, them), it goes between the verb and the adverb.

e.g.: The radio was making too much noise, so I turned **it**___off___.

3. If the object (complement) is an object pronoun (me, you, him, her, it, us, you, them), it goes after the preposition.

e.g.: Look___at___**me!** I'm talking___to___**you.**
preposition preposition

The list below shows some examples of combinations of verbs and adverbs/prepositions. Those that are marked with an asterisk are phrasal verbs (idiomatic meaning):

PHRASAL VERBS

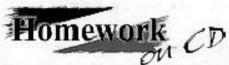
Examples

***Break down:** Sorry I am late, my car has **broken down.**
Drop off: I don't have my car here; could you **drop** me **off** near my house?
Fill in/out: Could you please **fill in/out** this registration form?
Find out: She is pretty sad. She has just **found out** that her husband is gay.
Get up: Every morning I **get up** at 7:30 a.m., I take a shower and go to work.
Give up: You must not give up studying English, it is very important for your future.
Grow up: Paul is 8 years old. When he **grows up,** he wants to be a pilot.
Look after: Nurses **look after** patients.
Look at: The young man **looked at** the young beautiful woman.
Look for: I'm **looking for** my keys, where are they?
Look like: She is very beautiful, she really **looks like** a famous film star.
Look up: I always **look** difficult words **up** in the dictionary.
Make up: Don't **make up** lies. I know you weren't working until 11 p.m. yesterday.
Pick up: Stay home. I'll **pick** you **up** there at 7:30 to go to the movies.
Put on: **Put on** your coat, it's very cold outside.
Speak up: Could you **speak up**? I can't hear you.
Take off: **Take off** your coat and feel at home.
Throw away: I think I will **throw away** the old newspapers, there's nothing I can do with them.
Turn on/off: I **turned off** the light to sleep, my girlfriend **turned it on** again to read a book.
Wake up: The children are sleeping. Be quiet. Don't **wake** them **up.**

Modifiers: words or group of words that give additional information about another word.

e.g.: A: São Paulo is big.
B: How big?
A: It's extremely big!

The word "extremely" is a modifier.

MODIFIERS	Spoken	Written	Positive	Negative	Synonym
Awfully	X(AmE)			X	very
Extremely	X	X	X	X	very
Overwhelmingly	X	X	X	X	very
Very	X	X	X	X	
Truly	X	X	X		very
Really	X		X	X	very
Pretty	X		X	X	very
Fairly	X(AmE)		X	X	less than very
Quite	X(BrE)		X	X	less than very
Rather	X	X		X	less than very

. Modifiers - Modifiers make adjectives more or less extreme.

Listen to the CD and complete the gaps with the modifier used.

1. It's ____________________ hot in the summer.
2. The winters are either mild or ______________ severe.
3. The interior is _______________ wild and mountainous.
4. I was ______________ puzzled.
5. It had been snowing _________________ heavily.
6. It was getting dark and _______________ cold.
7. My jaw was __________________ frozen solid.
8. It's ______________ true, I assure you.

Extra Information

Quantifiers: words that are used with a noun to express quantity.

Quantifiers	+	-	?	Positive	Negative	Plural noun	Sing. noun
*Many		X	X	X	X	X	
Few	X				X	X	
Do you have many friends? - No, I have few friends.							
*Much		X	X	X	X		X
Little	X				X		X
Do you drink much water? - No, I drink little water.							
A few	X			X		X	
A Little	X			X			X
He spoke few words about this topic. = He spoke almost nothing. He spoke a few words about this topic. = He spoke some words. There is little sugar left. = It's time to go to the supermarket and buy some. There is still a little sugar left. = It's not necessary to buy some yet.							
A lot of	X	X	X	X	X	X	X
Plenty of	X			X	X	X	X
Several	X			X		X	
I have many friends. = I have a lot of / plenty of / several friends. (spoken)							
Some	X		X	X	X	X	X
Any	X	X	X	X	X	X	X
No		X		X	X	X	
I buy some fruits at the grocer's. / I can buy it at any store. / I have no money. Would you like some tea? / Do you have any doubts? / I don't have any doubts.							
More	X	X	X	X	X	X	X
Less	X			X	X		X
More people are dying of hunger and less potable water is found year after year.							
Most	X	X	X	X	X	X	X
Fewer	X			X	X	X	
Most women are getting better jobs and fewer men are chauvinist nowadays.							
Every	Each one of a group of things or people						
All	The complete quantity of						
Every student has a book. / All students have a book.							

Make your own examples with quantifiers!!!

*Much/Many: especially in negative sentences and questions. In positive sentences a lot (of) is more usual. Much is unusual in positive sentences in spoken English.

Homework

According to the examples on the previous pages, match the verbs and their definitions.

a. Break down	(K)Be similar to
b. Drop off	(G)Become older
c. Fill in/out	(S)Begin/stop working by a switch control
d. Find out	(C)Complete something such as paper
e. Get up	(L)Consult books of facts
f. Give up	(I)Direct the eyes in direction of
g. Grow up	(D)Discover
h. Look after	(O)Dress
i. Look at	(R)Get rid of
j. Look for	(N)Give a ride
k. Look like	(M)Invent
l. Look up	(B)Leave a person / an object somewhere
m. Make up	(E)Leave the bed
n. Pick up	(F)Quit
o. Put on	(Q)Remove
p. Speak up	(J)Search, try to find
q. Take off	(T)Stop sleeping
r. Throw away	(A)Stop working, fail to work
s. Turn on/off	(H)Take care of
t. Wake up	(P)Talk loudly

Summarize the text about New York in more or less 70 words.

NEW YORK CITY IS THE MOST POPULOUS CITY IN THE UNITED STATES, WITH ITS METROPOLITAN AREA RANKING AMONG THE LARGEST URBAN AREAS IN THE WORLD. FOUNDED AS A COMMERCIAL TRADING POST BY THE DUTCH IN 1625, IT HAS BEEN THE LARGEST CITY IN THE UNITED STATES SINCE 1790, AND WAS THE FIRST CAPITAL UNDER THE CONSTITUTION. LOCATED ON ONE OF THE WORLD'S FINEST NATURAL HARBORS, NEW YORK IS ONE OF THE WORLD'S MAJOR CENTERS OF COMMERCE AND FINANCE. NEW YORK ALSO EXERTS GLOBAL INFLUENCE IN MEDIA, POLITICS, EDUCATION, ENTERTAINMENT, ARTS, FASHION AND ADVERTISING. THE CITY IS ALSO A MAJOR CENTER FOR INTERNATIONAL AFFAIRS, HOSTING THE HEADQUARTERS OF THE UNITED NATIONS.

Homework

Read this notice the owner of an apartment for rent put on a bulletin board at the local university. Underline the adjectives and circle the adverbs. Then draw an arrow from the adjective or adverb to the word it is describing.

APT. FOR RENT

Students! Are you looking for a special place to live? Come to 140 Grant Street, Apt. 4B. This apartment is absolutely perfect for two serious students who are looking for a quiet neighborhood, just 15 minutes from town. This lovely apartment is in a new building. It is a short walk from the bus stop. The express bus goes directly into town. At night the bus hardly makes any stops at all. You can walk peacefully through the wonderful parks on your way home. The rent is very affordable. Call for an appointment: 555-5050. Don't wait! This apartment will rent fast.

A. Many different people went to see the apartment described in the exercise above. Complete their comments about the apartment. Use the correct form of the words in parentheses.

1. I am very interested. I think the apartment is VERY NICE. (extreme / nice)
2. I was expecting much bigger rooms. I was MOST DISAPPOINTED (REALLY). (terrible / disappointed)
3. I thought it would be hard to find the apartment, but it wasn't. It was SURPRISING EASY (surprising / easy)
4. I think it's a great place and the price is very reasonable. I am sure it will rent FAST. (incredible / fast)
5. I thought the notice said it was a quiet place. I heard the neighbors CLEARLY. (very / clear)
6. I heard them, too. I thought their voices were UNUSUAL LOUD. (unusual / loud)

B. Fill the gaps below with the words that **can't be used** to complete the sentences correctly.

1. Patty has ______E______ assigments.
a. three b. several c. some d. a lot of e. too much f. too many

2. Jack has ______B______ homework too.
a. three b. several c. some d. a lot of e. too much f. too many

3. Ann is wearing ______E______ rings.
a. three b. several c. some d. a lot of e. too much f. too many

4. Sue is wearing ______B______ jewelry.
a. three b. several c. some d. a lot of e. too much f. too many

CHECK YOUR KNOWLEDGE!

Student's name: ______________________________

Teacher's name: ______________________________

Write a short composition using at least <u>10 different phrasal verbs</u> (you can also use combinations with the normal meaning).

I WAS BROUGHT UP IN A SMALL TOWN IN THE COUNTRYSIDE. GROWING UP IN THE COUNTRYSIDE OFFERED LOTS OF ADVANTAGES FOR YOUNG PEOPLE. THE ONLY PROBLEM WAS THAT WE OFTEN GOT INTO TROUBLE AS WE MADE UP STORIES THAT WE ACTED OUT AROUND TOWN. I CAN REMEMBER ONE PARTICULAR ADVENTURE IN PARTICULAR: ONE DAY AS WE WERE COMING BACK FROM SCHOOL, WE CAME UP WITH THE BRILLIANT IDEA TO MAKE OUT THAT WE WERE PIRATES LOOKING FOR TREASURE. MY BEST FRIEND TOM SAID THAT HE MADE OUT AN ENEMY SHIP IN THE DISTANCE. WE ALL RAN FOR COVER AND PICKED UP A NUMBER OF ROCKS TO USE FOR AMMUNITION AGAINST THE SHIP AS WE GOT READY TO PUT TOGETHER OUR PLAN OF ACTION.

Write a short composition using at least <u>5 different modifiers.</u>

MY FRIEND IS EXTREMELY UGLY, HE IS VERY QUITE OTHER PEOPLES SAY ABOUT MY FRIEND HE IS REALLY UGLY AND PRETTY QUITE.

Student's name: ______________________________

Teacher's name: ______________________________

Write a short composition using at least <u>10 different quantifiers.</u>

MY MOTHER HAVE MANY THINGS IN YOUR ROOM
SHE DON'T HAVE MUCH MONEY BUT SHE GIVES A LOT OF
THINGS, SOME THINGS SHE DON'T LIKE BUT HAVE FEW THINGS
WITH MY MOTHER LOVE SEVERAL ANYTHING IS A BEAUTIFUL
THING FOR MY MOTHER

Read again the texts about London and New York. After doing this, write a short composition about which city you would rather visit.

Unit Thirty

30

General Review

This is an extract from an article in The Sunday Times. It may help you if you study the "True or False?" questions before you read it. Then, with these questions in mind, read through it fairly quickly, ignoring any words you don't understand.

True or False? Give reasons for your answers, based on the text.

1. People with lots of friends and acquaintances do not suffer from loneliness.
2. Young women who have suddenly stopped working in order to have children often suffer from loneliness.
3. People who get divorced after very bad marriages never want to see each other again.

Old and young, single and married, rich and poor - anyone can be **lonely**, **irrespective** of the number of friends, family and social contacts they actually have. Some people are happy with one or two close friends, others are lost without a **crowd** - and others still are lost in a crowd.

According to a **poll**, specially **commissioned** for "The Sunday Times Magazine", approximately 25 per cent of the population are lonely - with women, the **elderly**, the young, the single parent, the **widowed** and the **unemployed most at risk**. Middle-aged married men with jobs and cars are **the least likely** to be lonely. Young mothers at home with children under five are particularly vulnerable to loneliness and depression, especially if the transition from working wife to **housebound** mother has been **a sudden one**.

Elderly people, particularly those who move to a new area on **retirement**, may be isolated from their families and friends. Illness, disability and fear of going out alone also combine to turn many pensioners into prisioners in their own homes. Teenagers natural shyness and **self-consciousness** may make them **awkward** in the company of their **peers** and the opposite sex. Single parents feel **cut off** from a couple-orientated society. Divorce can be **shattering** to the **self-esteem**. Divorced people may miss the **companionship** of even the most unsatisfactory marriage as, of course, do the widowed. With so many social contacts being made through work, unemployment can also lead to loneliness.

(The Sunday Magazine, December 11, 1983)

Vocabulary

lonely= unhappy because you are alone	*housebound*= unable to leave the house
irrespective= independent	*a sudden one*= a surprise
crowd= large group of people	*retirement*= phase of life when you don't work anymore
poll= a research about the public's opinion	*self-consciousness*= preocupation about what other people think about you
commissioned= requested	*awkward*= embarrassed
elderly= people who are too old	*peers*= someone of the same age, social class, etc. as you
widowed= people whose wife/husband have died	*cut off*= isolated
unemployed= people who lost their jobs	*shattering*= disappointing, destructive
most at risk= with more chances to suffer	*self-esteem*= ego
the least likely= the ones with less possibilities	*companionship*= a friendly relationship

GENERAL REVIEW

1. Complete the sentences below using **Will** or **Would.**

a. If I were you, I ______________ him the truth. **(tell)**
b. He ______________ **(help)** us, if she comes.
c. If she studied hard, she ______________ her examinations. **(pass)**
d. You ______________ **(have)** a lot of practice in speaking Spanish if you had gone to Mexico.
e. If I see her, I ______________ her your message. **(give)**

2. Complete the sentences below with **used to / to be supposed to**.

a. He ______________ 40 cigarettes a day. **(smoke)**
b. You ______________ here yesterday morning. **(be)**
c. They ______________ the piano when they were children. **(play)**
d. I ______________ next week. **(travel)**

3. Complete the sentences below with the appropriate **Relative Clause.**

a. The noise ______________ you hear is only our dog fighting.
b. "The man ______________ has no imagination has no wings." *(Muhammad Ali)*
c. There is the lady ______________ purse was stolen.
d. The city ______________ we went was amazing.

4. Complete the sentences below using **Future Continuous** and **Future Perfect**.

a. Tomorrow at this time I ______________ to Italy. **(fly)**
b. By this time tomorrow I ______________ to Italy. **(fly)**
c. When you arrive, she ______________ lunch. **(cook)**
d. By June he ______________ his second novel. **(write)**

5. Choose the correct alternative.

a. Jeff is an (**intelligent / intelligently**) student.
b. Does it always rain so (**heavy / heavily**) here?
c. Why do you walk so (**slow / slowly**)?
d. My little brother paints (**beautiful / beautifully**).
e. Our last lesson was very (**hard / hardly**).

6. Complete the sentences below with **Simple Past, Past Continuous** or **Present Perfect**.

a. When she called us we ______________ our exercises. **(correct)**
b. She says that she ______________ her pocketbook. **(lose)**
c. He ______________ from his trip few days ago. **(come back)**
d. They were watching television when the light ______________ out. **(go)**

Homework

7. Complete the sentences below with **Simple Past** or **Past Perfect**.

a. She HAD TOLD (**tell**) me his name after he HAD LEAVE LEFT. (**leave**)
b. He WAS DOING (**do**) nothing before he HAD SEE. (**see**) me.
c. Before we HAD GONE (**go**) very far, we found that we ~~HAD LOSING~~ LOST (**lose**) our way.
d. When we ~~HAD~~ ARRIVED (**arrive**), the party HAD ALREADY BEGAN. (**already / begin**)

8. Change the following sentences from **Active** to **Passive Voice.** 27

a. Mr. Smith had seen an accident when he arrived at home.
WHEN HE ARRIVED AT HOME ~~HAD SEEN AN ACCIDENT~~ AN ACCIDENT HAD BE SEEN

b. I will find a new house for your son.
A NEW HOUSE I WILL BE ~~FIND~~ FOUND

c. He has just finished the report.
THE REPORT HAS JUST BEEN FINISHED

d. The mad dog bit the little boy.
THE LITTLE BOY WAS BITED

9. Make sentences using the following modal verbs.

a. May
YOU MAY USE MY TELEPHONE

b. Had better
YOU'D BETTER PUT A COAT ON.

c. Must
YOU MUSN'T SMOKE IN THE HOSPITAL.

d. Should
YOU SHOULD STUDY MORE.

e. Might
IT MIGHT RAIN TOMORROW

f. Can
CAN YOU PLAY THE PIANO

g. Could
PELE COULD PLAY SOCCER VERY WELL

Student's name: ______________________________

Teacher's name: ______________________________

Each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (a), (b), (c) and (d). Identify and circle the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, write the correct form of the word or phrase on the line provided.

1. Most people who play basketball are normally more than 6 foot tall.
a b c d

____

2. John is a boy who really likes playing soccer and your father likes it too.
a b c d

____

3. Amanda lived in America with her family since 1993.
a b c d

____

4. I needed some money last year, so my friend lended some to me.
a b c d

____

5. Peter is working at a beauty parlor in his hometown every day.
a b c d

____

6. I asked the students if they had problems and they said they had no.
a b c d

____

7. Mary doesn't study Japanese and her sister doesn't study it too.
a b c d

____

8. Maggie going to travel to Africa by plane the day after tomorrow.
a b c d

____

9. Jack, who is an English teacher in Japan, are married to Lisa.
a b c d

____

10. The doctor said that I must to stop smoking as soon as possible.
a b c d

____

Student's name: ______________________________

Teacher's name: ______________________________

11. If it stops raining, I would go to the supermarket with you.
a b c d

____

12. If I was a rich man, I would travel all over the world.
a b c d

____

13. I can't believe that you will can lift this heavy box without any help.
a b c d

____

14. Don't look for me like this, otherwise I will feel embarrassed.
a b c d

____

15. Jill, the owner of a very big company in Chicago, work with her husband.
a b c d

____

16. By the time you arrive home, I will be slept.
a b c d

____

17. I don't have no siblings who live in this city.
a b c d

____

18. He normally buys many avocados and many cheese at the supermarket.
a b c d

____

19. Nobody can interfere in your decision; it really depends of you.
a b c d

____

20. She is the more beautiful girl I have ever seen in my life.
a b c d

____

REGULAR VERBS

Infinitive	***Past***	***Past Participle***
To answer	answered	answered
To ask	asked	asked
To call	called	called
To carry	carried	carried
To change	changed	changed
To close	closed	closed
To flirt	flirted	flirted
To happen	happened	happened
To hate	hated	hated
To help	helped	helped
To lie	lied	lied
To like	liked	liked
To listen	listened	listened
To love	loved	loved
To need	needed	needed
To open	opened	opened
To play	played	played
To repeat	repeated	repeated
To study	studied	studied
To talk	talked	talked
To try	tried	tried
To walk	walked	walked
To want	wanted	wanted
To watch	watched	watched
To work	worked	worked

IRREGULAR VERBS

Infinitive	***Past***	***Past Participle***
To be	was/were	been
To bear	bore	born
To beat	beat	beaten
To become	became	become
To begin	began	begun
To bend	bent	bent
To bet	bet (betted)	bet (betted)
To bind	bound	bound
To bite	bit	bitten
To bleed	bled	bled
To blow	blew	blown
To break	broke	broken
To bring	brought	brought
To build	built	built
To burn	burnt (burned)	burnt (burned)
To burst	burst	burst
To buy	bought	bought
To cast	cast	cast
To catch	caught	caught
To choose	chose	chosen
To come	came	come
To cost	cost	cost
To creep	crept	crept
To cut	cut	cut
To deal	dealt	dealt
To do	did	done
To draw	drew	drawn
To dream	dreamt (dreamed)	dreamt (dreamed)
To drink	drank	drunk
To drive	drove	driven
To eat	ate	eaten

To fall	fell	fallen
To feed	fed	fed
To feel	felt	felt
To fight	fought	fought
To find	found	found
To flee	fled	fled
To fly	flew	flown
To forbid	forbade	forbidden
To forget	forgot	forgotten
To forgive	forgave	forgiven
To freeze	froze	frozen
To get	got	got=Br, gotten=US
To give	gave	given
To go	went	gone
To grow	grew	grown
To hang	hung (hanged)	hung (hanged)
To have	had	had
To hear	heard	heard
To hide	hid	hid (hidden)
To hit	hit	hit
To hold	held	held
To hurt	hurt	hurt
To keep	kept	kept
To kneel	knelt (kneeled)	knelt (kneeled)
To knit	knit (knitted)	knit (knitted)
To know	knew	known
To lay	laid	laid
To lead	led	led
To lean	leant (leaned)	leant (leaned)
To learn	learnt (learned)	learnt (learned)
To leave	left	left
To lend	lent	lent
To let	let	let
To lie	lay	lain
To light	lit (lighted)	lit (lighted)
To lose	lost	lost
To make	made	made
To mean	meant	meant
To meet	met	met

To overcome	overcame	overcome
To put	put	put
To read	read	read
To ride	rode	ridden
To ring	rang	rung
To rise	rose	risen
To run	ran	run
To say	said	said
To see	saw	seen
To seek	sought	sought
To sell	sold	sold
To send	sent	sent
To set	set	set
To sew	sewed	sewn (sewed)
To shake	shook	shaken
To shine	shone (shined)	shone (shined)
To shoot	shot	shot
To show	showed	shown (showed)
To shut	shut	shut
To sing	sang	sung
To sink	sank	sunk
To sit	sat	sat
To sleep	slept	slept
To smell	smelt (smelled)	smelt (smelled)
To speak	spoke	spoken
To speed	sped (speeded)	sped (speeded)
To spell	spelt (spelled)	spelt (spelled)
To spend	spent	spent
To spill	spilt (spilled)	spilt (spilled)
To spin	spun	spun
To spoil	spoilt (spoiled)	spoilt (spoiled)
To spread	spread	spread
To spring	sprang	sprung
To stand	stood	stood
To steal	stole	stolen
To stick	stuck	stuck
To stink	stank	stunk
To strike	struck	struck (stricken)
To swear	swore	sworn

BRITISH

To sweat	sweat (sweated)	sweat (sweated)
To sweep	swept	swept
To swim	swam	swum
To swing	swung	swung
To take	took	taken
To teach	taught	taught
To tear	tore	torn
To tell	told	told
To think	thought	thought
To throw	threw	thrown
To understand	understood	understood
To wake	woke (waked)	woken (waked)
To wear	wore	worn
To weep	wept	wept
To win	won	won
To withdraw	withdrew	withdrawn
To write	wrote	written

AMERICAN